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UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

BAN CO SOCIAL WORK TRAINING PROJECT

Teaching Materials in Vietnamese Social Work

Programs described in these reports cover
the period approximately

July 1 - December 31, 1969

Publication completed: June, 1970

#15

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.
265 Pham Ngu Lao - Mondial Bldg., Saigon, Vietnam

Memorandum

To: Dr. Johannes U. Hacker Date: July 1, 1970

From: Ralph E. Teffarteller
Chief of Party, UUSC - Saigon

Subject: Vietnamese Social Work Teaching Materials, Volume I

These reports can be considered to represent UUSC's first production of teaching materials based upon the learning experiences of the Ban Co Center social work staff-in-training. In preparing a report, each staff member has tried to describe a major program for which he or she is responsible and to keep in mind its special significance and value for instructing others. The social workers were guided and encouraged to deal with "the here and the now", and only to record what is true, accurate and how the program reflects the goals and purposes of the agency. This, we hoped, would also elicit their individual interpretations of social work without feeling constrained or self-conscious.

Indeed, we felt that perhaps in this way there would emerge indigenous materials which describe programs that are workable and realistic for transmission to others, including the difficulties and hurdles that other learners will face.

Needless to say, staff have seemed most comfortable when writing of their concrete experiences -- what they know as a result of their organizing and leadership efforts. The tendency is to be very modest about their achievements. If anything, they tend to minimize the success and maximize where they fall short. Its rather a common trait. In general, they do their best writing when they tell the "what" of their programs - the content and substance. Discussion of the "how" is still a bit of a struggle, but with help and guidance, it begins to show through in the material. Conceptualizing or generalizing about the conscious use of self or skills is not yet the order of the day. Yet, in some individual situations, there are genuine flashes of insight, grasp of behavorial meanings, and formulations of their own understanding of social work approaches.

The list of subject matter for the reports was determined by the existing programs of Ban Co Center and by the mounting number of requests from visitors, students and agency representatives who seek to know more specifics about the programs, concepts underlying an inter-disciplinary social agency, the types of programs it manifests, methods required and how social work relates to it all. We are mindful, also, of the interest on the part of the National School of Social Work in receiving teaching materials in community social work, and it is our intent to share these materials with them.

We began to assemble the contents for each report by developing guide outlines, custom-tailored to suit each program. The outlines were reviewed very carefully and painstakingly with the Vietnamese trainees and supervisors and then modified or altered to better express their own mode of thought, comprehension and literary style. By the time we finished, it was much more their outline than the original in English -- which was only meant to get us started anyway. Once the outline was accepted and approved by all concerned, the workers then proceeded to write their reports in their mother tongue (as they always do, even if they know English) and to give it all of the natural flavor which they were inclined to express. Following the translation into English, the UUSC advisors edited, made suggestions and finally, with trainees and supervisors, arrived at a joint consensus in both languages.

The quality of the original Vietnamese records is undoubtedly far superior to that of the translated English. We feel reasonably certain of this because our intimate association with the entire production afforded the opportunity to observe the sincere effort and dedication of each social worker to do as good a job as possible. A true spirit of sharing their newly acquired learnings with others who may become engaged in similar community work, prevailed throughout the weeks of preparation.

UUSC is most pleased to transmit this first collection to you.

Johannes,

We have most of the Vietnamese stencils cut. It will constitute the first viet teaching materials available for use by the School of Social Work

Ralph

Note: Programs described in these reports cover the period approximately July 1 - December 31, 1969.

UUSC
Saigon
June, 1970

International Headquarters, 278 Beacon Street, Boston, Mass.

Unitarian Universalist Service Committee
Saigon, Vietnam

Ban Co Social Work Training Project

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"To study is to practise:
What we hear, we forget
What we see and hear, we remember
What we do, we know."

- Confucius

translations
of

Program reports written in Vietnamese by the social workers-in-training at Ban Co Multi-Service Neighborhood Center and adapted as case materials for the teaching of community social work in Vietnam.

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** Not direct translations from the Vietnamese. The cases were re-written in English based upon original Vietnamese records and data obtained through interviews with Vietnamese staff. The final drafts and analysis were prepared by Mrs. Kay Jones, UUSC Advisory Team.

FOREWORD

The mission of Unitarian Universalist Service Committee in Vietnam has had the dual purpose of training community social workers and developing a pilot community center which would demonstrate the versatility of social work methods for introducing self-help concepts, mobilizing citizen participation for environmental and personal improvements, and high-lighting the essential social resources required by burgeoning urban communities in southeast Asia today.

In reaching out to the community where the Ban Co Multi-Service Neighborhood Center began its work, the experiences of the Vietnamese social workers have been rich and rewarding as they discovered the overwhelming needs of their fellow citizens as well as the warm responses from people of all ages to utilize the leadership and hospitality extended by the community center. Under supervision at all times, they have been trained to apply a flexible and developmental approach, basing services and activities upon concrete evidence of peoples' wishes, readiness, recommendations and possibilities for realistic implementations.

In addition to the training afforded to the Vietnamese staff through the intensive, practical work of problem-solving and program development, the UUSC project has also had as a primary aim the production of written materials which would help future students and trainees understand the process and practice of urban, community-oriented social work in a developing country. It is our hope that for teaching purposes within the Ministry of Social Welfare's School of Social Work and for other settings where training occurs, the record of these experiences will be useful in serving as case examples of 1) the value and efficiency of the inter-disciplinary approach for social, educational, cultural and public health programs and 2) the appropriateness of an integrated social work methodology for urban social development.

The program described in the following report attempts to convey one aspect of the community social worker's manifold responsibilities and functions. It must be kept in mind that the process of studying and surveying community needs and the evaluation of on-going programs are continuous. Therefore interviews, home visiting, follow-up and organizing for new endeavors go on simultaneously, even as the activity explained in this report is in progress. Most important, in terms of the social worker's involvement, is the steady guidance and ready leadership given at all times to help individuals, families and community groups attain new goals for which they may be striving in order to better themselves and the community in which they live.

Ralph B. Tefferteller
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UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report A

SOCIAL SERVICES IN THE PRE-NATAL AND WELL BABY CLINIC

by

Nguyen Thi Nhut - Social Worker

Ung Thi Huong - Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters, 78 Beacon St., Boston, Mass., 02108

SOCIAL SERVICES IN THE PRE-NATAL AND WELL-BABY CLINIC

I. INTRODUCTION -- Nguyen Thi Nhut, Social Worker

The Pre-natal/Well-baby Clinic was organized through the co-operation of the Saigon City Health Department and the Multi-Service Neighborhood Center. This is now incorporated as the fourteenth clinic of the City Health Department. All of the equipment and medicines are supplied by the City Health Department. The midwife is also assigned to the Center by the City Health Department.

The Ban Co Pre-natal/Well-baby Clinic was established July 29, 1969.

-- The Clinic is open one day each week, on Tuesdays:

  -- Pre-natal Clinic, 8:00 A.M. to 12:00 Noon

  -- Well-baby Clinic, 2:00 P.M. to 6:00 P.M.

From the opening day to the end of the year 1969, we had 23 clinic days. The number of participants as of December 31, 1969:

-- Pregnant mothers served -- 107

-- Infants served (under one year of age) -- 150

-- Children served (over one year of age) -- 679

II. STAFF AND PROGRAMS

A. Clinic's Staff

A midwife from District 8 Health Department is in charge of the medical service.

Two social workers of the Center are in charge of receiving the mothers, keeping the records, measuring the mothers' weight and height, testing urine and taking care of the follow- up work.

The Well-baby Clinic is usually quite well attended. Thus, five or six social workers may be involved each Tuesday afternoon.

B. The Pre-natal Clinic

The Maternal and Child Health Program in Vietnam has for its purpose:

-- **Caring** for the expecting mother's health during her whole pregnancy until the birth of the child.

-- Continue the care for the infant until it is six years of age.

In the Pre-natal Clinic the mothers receive the following services:

-- Urine Test

-- Weight and measurement

-- Blood Test

-- A referral for a Chest X-Ray

-- Advice on nutrition and a supply of vitamins.

The mothers are warmly received by social workers who are always ready to help them.

For those mothers who do not come regularly for examinations, we would visit them in their homes to explain the importance of pre-natal visits.

The social worker also accompanies the midwife on the first post-natal visit to see a mother and show her the correct way of bathing an infant and caring for the new arrival.

We also encourage mothers to bring their babies to our Well-baby Clinic when they are 45 days old.

C. The Well-baby Clinic

Children age 45 days to one year old come once a month for the midwife to follow-up with their progress.

Infants are weighed and measured. They are given vaccine against Tuberculosis (BGG), Smallpox; Poliomyelitis, Pertussis and Diptheria. Mothers also receive advice on the right diet for their children during the pre-school age.

Children, age one through six, are given all the vaccinations they did not have when younger.

We have a "family card" for each child and know who their parents are and the activities this family has participated in.

Thanks to these "family cards" we are able to relate to these people in our home visits and during the informal visits we have while the mothers see the midwife. These visits brought the mothers closer to the staff members and enabled them to confide their special problems to the worker who could thus help them. Through this medical service we discovered many other programs.

D. Other Related Programs

1. Community Health Meetings

After two health meetings with residents to establish the Pre-natal/Well-baby Clinic, it was suggested that a committee called "Health and Sanitation" be established to meet regularly.

Dr. Canh, Deputy Chief of Saigon Health Department, in charge of Health Education gave us valuable assistance and gave health education talks to the neighbors. Meetings were organized with such topics:

-- What is good Community Sanitation?

-- General Knowledge on Infectious Diseases.

-- Importance of Immunizations.

-- Health Services in Saigon -- Hospitals, Special Clinics, Dispensaries.

-- Planning for a Plague Control Campaign.

-- Planning for a Program of Spraying against rodents.

-- Immunization against Plague.

-- Planning Neighborhood Sanitation Campaign.

The total number of people who have attended at least one of the meetings is 108. Among these people a few come regularly, the rest only come when the topic presents an interest for themselves and their families.

Through these meetings, the residents understood the importance of immunizations. Therefore, when the spray program was organized by the City Sanitation Department and the Multi-Service Center, the residents very warmly welcomed the staff into their homes to spray. Also, many people responded to the Plague Immunization Program. During one week, there were 3,611 persons receiving vaccinations at Nguyen Thien Thuat Houses and the neighboring area.

2. The Mothers' Classes (See Appendix A.)

Children under one year of age were usually not too healthy when they came to the Well-baby Clinic. Some of them were very ill-kept. Seeing these children we decided to organize some informal meetings to help mothers learn more about the subject of child health and to prepare the future young women to become ideal mothers.

A Mother's Class was started on Thursday, Sept. 13, 1969 and regularly every following Thursday for eight weeks.

The number of people attended were 56 mothers. However, not all mothers were able to come every Thursday and thus, did not have the entire course. After the first course was finished, a second course on the same subject followed.

3. Referral Services for Children and Adults to Special Hospitals for Illness and Handicaps:

-- Mothers with large families were referred to Hung Vuong Maternity Hospital to plan their families.

-- Handicapped children were sent to the National Rehabilitation Institute.

-- The deaf-mute children were referred to the Lai Thieu Special School.

-- The cleft-palate children were referred to the Barsky Unit for plastic surgery.

-- Children with simple illnesses were sent to Dispensaries near their own homes.

-- Other patients who needed special care to special hospitals.

4. Health Education for Educationally Deprived Children.

One of the problems we could not neglect was the problem of school age children who were not in school. These children, age 7 to 12, were not attending school because of one or more of the following reasons:

-- The family was unable to pay tuition to send them to private schools yet the public school could not accommodate them.

-- The children had to care for their younger brothers and sisters while their mothers were working. Sometimes, they even replace their mothers as housekeepers.

-- A number of children dropped out of (elementary) schools because they could not adjust to the school milieu, etc.

These children not only were deprived of an education but also from any form of recreation.

The Center wanted to help these children, to give them guidance by gathering them at the Center, teaching them songs, simple

games and most especially health education, of which a health educator was in charge. The health educator was also assigned upon our request by the District III Health Department.

Our staff took care of the rest of the program.

The first meeting we had for these children was on November 26. The older children carried the younger ones to the Center where staff watched over them (having them play with toys) while their older brothers or sisters were having "class".

At the present time, we have two such sessions a week on Wednesday and Friday mornings. Usually a session lasts about one hour and a half.

To date, everything is going smoothly.

III. HOW THE CLINIC WAS STARTED

A. Interviews with Neighbors and Observation of Neighborhood Conditions

When the Multi-Service Center was just opened, our first program was the home visit program. We visited the residents of all ten buildings of the "Houses" to learn their needs. There are between 128 and 216 apartments in each building. One or two buildings were assigned to each social worker. Within these buildings, the social workers were to try to get acquainted with the residents.

After a month of home visiting, we all met to exchange ideas and we all found that this was a very highly populated neighborhood and there were many mothers of child bearing age.

Most families were very large. Some families have more than 10 members living in a small apartment of 3m x 12m.

-- We saw piles of garbage in front of the buildings, all along the buildings and the stairs.

-- Children defecated on the stairs and along the balconies.

-- We met pregnant mothers having little or no pre-natal care at all.

-- We also observed that most children did not receive immunizations against Tuberculosis, Poliomyelitis, Smallpox, Diptheria, Pertussis, Tetnus, etc.

From these observations, we concluded that a program of health and sanitation must have priority.

We felt that mothers play the most important role in the family.

A healthy mother will have healthy babies. A nice and well cared home with a healthy husband and children will result in a happy family and consequently a happy neighborhood.

B. Resource Finding

Aiming at improving the whole family's health, particularly the mother's, we visited Hung Vuong Maternity Hospital where we learned about the Research Center (Center for Family Planning) and the Gynecological and Obstetrical Programs.

We visited the Pre-natal and Well-baby Clinic at Petrus Ky and Cao Ba Nha. Finally, we decided that we must have a Pre-natal and Well-baby Clinic at the Multi-Service Center.

During this time we also visited other medical facilities such as Nga Bay and Vuon Chuoi Dispensaries, Cho Ray and Cho Quan Hospitals, the National Rehabilitation Center, the National Institute for Venereal Disease.

These visits were for the staff to know about the available resources so they would know where and how to refer the residents who needed the help. (See Appendix B.)

Our agency also contacted the following professional people to help us set up the clinic.

Miss Constance Collins, R.N. - USAID Public Health Advisor

Miss Brenda Rosen - USAID Health Education Advisor

Dr. Tram Phong Canh, Deputy Chief in charge of Planning and Health Education

Dr. Vu Dam, Chief of Health Services, District 8

Dr. Doan Buu, Chief of Health Services for Saigon Prefecture

Miss Nguyen Thi Dep, Health Educator for District 3

Mrs. Dang Thi Nuoi, Midwife for District 3

Miss Nguyen Thi Hue, Chief of Mid-wives for Saigon Prefecture

After several meetings, Dr. Doan Buu granted permission for our Center to have a clinic in cooperation with the District 3 Health Office.

C. Meetings with Residents and Representatives of the Local Authority

On June 3, 1969, a delegation from the Saigon Prefecture Health office, including Dr. Vu Dam, Miss Hue, Mrs. Nuoi and Miss Dep

came to the Center to meet with the Chief of Phuong Cong Hoa and the Center's staff to discuss plans to open a Pre-natal/Well-baby Clinic.

A group of representative mothers were invited to meet for the first time on July 1, 1969. The purpose of this meeting was for the mothers to get acquainted with each other.

-- To present the Center to the mothers.

-- To talk about purpose and nature of Pre-natal/Well-baby Clinic.

-- The mothers then told us their personal experiences and the danger of neglecting pre-natal care (mothers with danger of death during childbirth and infants dying at one month of age, or a death that could have been avoided if a child had been immunized against Poliomyelitis).

-- Finally, a second meeting was planned. The agenda of this meeting called for an "Explanation of the Pre-natal and Well-baby Program" by Dr. Tran Phong Canh. At this meeting, the residents presented to Dr. Canh their health and sanitation problems and the interest in having the City open a Pre-natal/Well-baby Service for the Neighborhood. This meeting was held on July 7, 1969. Seventeen residents attended. Dr. Canh expressed his willingness to cooperate with the neighborhood committee and said he would make his recommendation to the Prefecture to open Pre-natal/Well-baby Clinic services for the area.

The residents were very happy because they had a chance to express their needs and Dr. Canh promised he would try to help them as best he could.

After this meeting, our Center published a flyer indicating the opening date of the Clinic and explaining in summary the importance of Pre-natal Care and of the Well-baby Program.

On July 25, 1969, a preparatory meeting was called for residents to meet. The purposes of this meeting were:

-- To introduce Miss Hue, the Chief of Midwives of Saigon Prefecture and Mrs. Nuoi, the midwife who would be in charge of the Ban Co Clinic.

-- To announce the date and the hours of the Clinic.

-- To ask residents to publicize the clinic by giving their friends the flyer. (See Appendix C.)

Later, we also contacted the Chief of Phuong Cong Hoa and asked him to invite residents to the Clinic by distributing our flyer and by announcing on the loud-speaking system.

The Center staff also tried to visit as many homes as they could to announce the new clinic and to explain to the residents the information of the Pre-Natal/Well-Baby Program.

To orient the social work staff in the field of health education and maternal and child health, experts in these fields were invited to hold seminars with them on the following topics:

-- Nature and Purpose of the Pre-natal and Well-baby Program - Miss Constance Collins

-- Special Health Services and elements needed for a successful community program. - Miss Hue (See Appendix D.)

-- How to fill out the various forms used in the Pre-Natal/Well-Baby Clinic. - Miss Hue

-- Home visits in medical services. - Miss Hue

-- Family Planning. - Miss Hue (Mrs. Nhut)

IV. EXPERIENCES FOR THE SOCIAL WORKER -- Ung Thi Huong, Social Worker

Our social services dealing with preventive medicines brought us various experiences and problems which I will try to summarize in the following pages.

The Pre-Natal/Well-Baby Clinic was opened on July 29, 1969. Altogether, we have had 23 clinic days for the year 1969 where we met with the mothers informally, not counting all the home visits during those months, and encounters through other programs.

We came freshly from the University as students who would like to "study society". Naturally, we did not have many experiences with neighborhood work involving various social and age groups. We came with no background or if we had any it would be our willingness to work.

What was the right way to visit a family? Starting a friendly conversation was a difficult task, and it was even more difficult to engage in a conversation with somebody completely strange.

The residents were also strangers to each other. Their neighbors might be their fellow country men, yet still, new neighbors. They all came from various areas of the city which had been destroyed.

We approached them step by step. We tried to get acquainted with

the children by songs, games, etc. -- hoping they would bring us home to meet their parents.

To the residents, we were leisurely visitors who went from building to building. Yet we were not as free as the residents might have thought. We were thinking very seriously on how to approach a resident when we knocked on his door. We tried to keep our faces always smiling despite our occasional worries.

However, the fact that we could accomplish something useful to someone, gave us a gratifying feeling.

Our home visit conversations usually varied depending upon the family. We said ordinary greetings, used simple remarks before entering into a conversation.

-- Where were you living before moving into Ban Co?

-- Do you have a big family, etc.?

Sometimes, we might be passing by someone's apartment and see a cute baby, then we would say: "What a cute baby! How old is he (or she)? Are you breast feeding your baby?"

Or we might be patting a crying little girl, with a running nose, while asking her - "Where is mama? What is your name?" If her mother hears us, she might come out, and we might say "What is "Lan" crying about? She must be asking for candies!" Then to the little girl, we could be saying, half joking and half educating, - "Little girls should not eat too many sweets, it will ruin all your teeth, etc."

From this on, we do not need to lead the conversations. Mothers usually began to tell of their problems. We might also ask such questions as: "Do your children get sick often?" "Probably they are very good and do not give you much trouble".

The mother now has someone to complain to: "They are very lazy, that is they are rather inactive." We would wonder why - perhaps the mother did not know the right methods of caring for her children?

Some mothers told us that "We had to put screens all around the apartment to avoid flies and mosquitoes, not to mention the bad smell for the public toilets near here." This complaint told us something, especially as we observed the neighborhood. Was it the bad neighborhood sanitation resulting from irresponsible residents who dumped garbage anywhere that caused flies and mosquitoes to breed?

Worse than this, we saw families with unhealthy children or even with hardships. To our questions, the mothers usually replied that her children had always been that way. With these cases we had to observe most carefully whether these children had natural deformities or might these deformities be caused by poor care?

When seeing a pregnant mother, we asked: "How many children have you had? (Which number of pregnancies?) Where do you plan to have your baby? Do you have regular pre-natal check ups?"

We did not ask technical (medical) questions but we just wanted to know the general state of her health. Sometimes, we met mothers who had never had pre-natal care and who would say: "If God sends you a cross, he will give you the shoulders to carry it. I have never had any pre-natal care and I still live--"

Some mothers realized somewhat the importance of pre-natal care and said: "I have thought of going to Tu Du Hospital for an examination but they are so crowded there and it takes so long, so I have been procrastinating."

From these conversations, the Multi-Service Center saw that the most urgent need of the residents was care for pregnant women, infants, and young children. We started out by inviting residents to meet and discuss this need.

The Pre-natal and Well-baby Clinic was established after several meetings between residents and Center staff. The staff gave their professional guidance while the residents expressed their ideas and suggestions. The final decision was to emphasize prevention rather than a curative dispensary.

One of the important differences between the Ban Co Clinic and the other Clinics, is the special emphasis placed upon the approach. The Ban Co's Clinic is socially oriented as well as medically oriented.

The mothers and the children came to the Center, not as patients trying to solicit a service from a public dispensary, through devoted public servants. On the contrary, the residents and staff members see each other as friends. Thus, the residents did not hesitate to confide to the staff their personal problems, problems concerning their families.

To those mothers who were hesitant about having pre-natal examinations, the social worker would explain to them the importance of pre-natal care, by telling them that pre-natal care will assure them an easier childbirth and a healthier mother and baby.

In having regular pre-natal care, the infants could be protected from deformities caused by diseases. If the child's health is carefully attended to, from the time it was an embryo, to the time the child goes to school, his health will be good and his intelligence developed and he will do better in school.

Just the same as the home visits - we tried to be as friendly and as warm as possible to the mothers who came to the Center. We politely asked them to sit down and register. We talked to each individual mother trying to occupy their waiting time. Asking them about their health, we would say: "How are you feeling during this pregnancy?"

We were always ready to help mothers answering the midwife's questions. Sometimes mothers were not used to questions the midwife asked because of their unfamiliarity in dealing with medical personnel. The social workers then would serve as "interpreters" because the midwife was too busy to go into lengthy explanations.

We tried to talk on the level of the mothers, we used simple words, we explained very carefully, repeating the important instructions. Sometimes, when we were too busy to talk to the mothers, we tried to introduce them to each other. This served the purpose of encouraging residents to think of other people.

Patience and calm were virtues we must have at every moment, especially on Tuesday afternoons when the mothers usually brought in a lot of their children.

With a large number of children, we could not avoid such questions as:

-- Why does it take so long, Miss?

-- Is there a doctor working here?

To these questions, we must explain that our clinic is only for prevention not for medical treatment. In these cases we explained where the mother could go to receive help with an illness. To teach mothers patience, we also gave out numbers.

Besides our role of social worker, and our assistance with the paperwork, we, sometimes, gave mothers medical advice also; of course, this within the limits of our knowledge through training sessions that we had with medical personnel.

From preventive health clinic we went to Mothers' Classes --

The first course was rather well attended but gradually mothers attending the second course dropped out because of busy home schedules. The mothers said they must stay home either to cook or to watch over the household.

Perhaps the real reasons were the fact that the mothers were not used to attending classes (such meetings were not usually held for people of their social class); also, the mothers might be a little lazy and did not know how to organize their time.

For this reason, we, very subtly advised them to organize their time a bit better; for instance, we advised the mothers to prepare the food the day before her clinic day or even suggested having a cold meal on that day. This was a very difficult task because it is unusual that a young Vietnamese would give advice to someone older.

We also explained to the mothers that the time taken to bring their children to the Center for vaccinations is time will spent. Vaccinations protect their children from illnesses harmful to their health,

costly and time consuming to the parents. The mothers, with the help of the social workers, understood the importance of vaccinations and appreciated them.

Not only did we help the mothers at the Center, but we also reminded them of their appointments for pre-natal examinations and for vaccinations.

We did not feel that reminding the mothers of their appointments would make them inclined to be too dependent, but on the contrary, they would feel guilty that someone else is more concerned about their own good then they themselves.

The advice or the encouragement we gave the mothers about pre-natal care or well-baby care were not aimed to "convert" the greatest number of residents to the Center. Yet, after several visits to the Clinics, we could not help but notice that our Clinic was quite well attended.

We dare not affirm that our high level of attendance was due to the warm reception that the social workers had for the mothers. We realize that much of the success of the clinics was due to the splendid efforts of the midwife and other supervisors such as Miss Nguyen Thi Hue, who helped to administer this program.

However, we are still happy to know that at least a number of the neighborhood mothers now understand the importance of personal hygiene and neighborhood sanitation.

The Pre-Natal and Well-Baby Clinic and the friendly atmosphere at the Center brought mothers and young girls to us to seek help for medical problems that they had so far avoided mentioning -- tuberculosis and leprosy, for instance, were illnesses that people tried to hide because these illnesses were considered infectious and incurable. When there were such cases, we would refer them to the appropriate clinic or hospital.

The social worker must also see that the mothers get rid of their superstitions and have a lot of patience.

We once advised a mother to bring her polio-stricken child to the National Rehabilitation Institute for treatment. There, we deliberately asked the therapist questions pertaining to physical therapy so that the mother could be convinced that acapuncture was not the only was to treat paralysis.

Along with the medical problems, we also dealt with other personal problems, such as the problem of negligence that many fathers have toward members of their families.

We might not have enough experiences to help our clients solve their problems but we could be good listeners, and we kept their problems confidential.

In keeping their problems confidential we also gained their confidence. Perhaps it might be a complaint from a mother who had problems raising her children. Depending on each case, the social worker would try to give the mother guidance.

Another service we brought to the residents was our assistance with administrative matters. Many families were without marriage licenses for the parents, and consequently without birth certificates for the children. For these families, we tried to help them secure papers in order for their children to attend public school.

. Mothers told us most everything. Sometimes they talked about their business, telling us every little detail of their trades, some of which were illegal. If such cases happened, we tried to call on their moral sense. We also tried to point out to them that such trades were dangerous not only for the mothers themselves but also for their children.

In the few months that we worked with the residents, we only knew a small number of families. These families, however, gave us a general picture of a mixed neighborhood which made our work there rather difficult.

One of the examples of this was our mothers' classes of "Preventive Medicine", most of the mothers who attended this class had had some formal education, but there were also some whose formal education was quite neglected. To Vietnamese mothers, the instructor must either be an older or very knowledgeable person. But the problem with this class was that if the instructor used too simple a language the mothers would think that she was not well qualified, thus would not trust her; yet, if she used a sophisticated language the mothers would feel very distant from her.

Our problem now is how can we reach everyone in the neighborhood? How can we be at the level of every resident? We must group them into various level groups as we do with children for health and sanitation meetings and for mothers' classes. We must spend time visiting the homes, explaining the importance of these subjects in order to convince the residents to come to meetings.

Sometimes, we get a little discouraged, comparing the number of people we invited to the number of people who come, but this should not stop us. On the contrary, we must continue the race, we must try to find everyway, use any new idea to obtain our good results.

We might need to change our subjects, change the time (the problem of time is a very difficult problem because we must have the cooperation of other agencies in sponsoring our program). However, we have tried our best and will go on trying.

NGUYEN THI NHUT - Social Worker
UNG THI HUONG - Social Worker

APPENDIX A

"Social Services in the Pre-Natal/Well-Baby Clinic"

Saigon, Sept. 16, 1969

To the mothers and the young women of Ban Co.

Dear friends,

After attending the Multi-Service Neighborhood Center Pre-Natal and Well-Baby Clinic a few times, we, a group of women, have had some opportunities to discuss with the entire staff and the Center cooperators about organizing informal talks among ourselves, the women of Ban Co Neighborhood, based on the following topics:

- How can we have healthy and intelligent babies?
- Why our babies do not want to eat and why do they cry so frequently?
- What are some of the foods we need when we are pregnant?
- What are some of the things we need to prepare before going into the Maternity Hospital? etc...

Concerned with the health of the residents, interested in serving them, Miss Nguyen Thi Hue, Chief of Midwives, Saigon Prefecture, will be available to answer all the questions we might have and possibly relieve some of our anxieties.

- at the Multi-Service Neighborhood Center
- every Thursday
- from 3:00 to 5:00 P.M.

If you waht to protect your family's happiness and become a useful neighbor for the area, come to these talks, bring along your friends so they can contribute their interesting ideas.

Our first session will be on Thurs., September 18, 1969.

Sincerely,

(Mrs.) Lien (Bldg. G)
(Mrs.) Tuy (Bldg. C)
(Mrs.) Yen (Bldg. H)

APPENDIX B

Field Visit to District II Pre-Natal and Well-Baby Clinic

Following Miss Hue's invitation, our delegation, including Mrs. Tefferteller, Mrs. Nhut, Miss Huong, Mr. Hau and I went to visit District II Pre-Natal/ Well-Baby Clinic. Under Miss Hue's guidance, the whole delegation arrived at the Clinic on July 22, 1969 at 10:40 A.M.

I. General Introduction

The District II Pre-Natal and Well-Baby Clinic is part of Cao Ba Nha Dispensary. This Dispensary is located on Cao Ba Nha Street, Saigon, near Cau Kho Elementary School.

The Dispensary was built by District II itself. It is a two story building. The ground floor has four rooms, the First-Aid Room, the Medical Room, the Injection Room and the Doctor Examination Room. This floor accommodates the consultation service and the preventive service such as innoculations and vaccinations against plague, cholera, whooping cough, diptheria and smallpox.

The first floor is used for the medical service reserved for civil servants, the Dental Room and the Pre-Natal/Well-Baby Clinic. The whole floor includes 9 rooms: 1) The supply room; 2) a room for the Nurse of the day; 3) one for the Doctor of the day; 4) one for the Head Nurse (Miss Hue also introduced us to the Head Nurse; 5) a room for Dr. Duc, the Chief of District II Health Services; 6) the Dental room, (patients are asked to contribute a fee of 50 $VN for each dental treatment toward the development of the Dispensary; 7) the Pre-Natal room connecting with the 8) Well-Baby room and 9) the medical room reserved for civil servants.

II. The Details of the Visit

Mrs. Lan, a midwife, is in charge of the Clinic. She has a few nurses to assist her.

I was told that Mrs. Lan has been working in midwifery since 1942 and has 7 more months before she retires.

We were told by Mrs. Lan that the Clinic has been open since December 1968 but to this date, there are very few people attending the Clinic, an average of 5 to 6 persons a day. One of the reasons is that there is a similar service near Thai Binh Market and most people are better acquainted with this Clinic than with the Cao Ba Nha Dispensary.

Miss Hue guided us through the Clinic with meticulous explanation. She told us that all the medical equipments and supplies are furnished by UNICEF.

She showed us all the equipment separated into sets ready for a particular treatment, for instance, the tray containing equipment for taking blood samples, tray to examine a well baby, a tray for pre-natal examination,

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She showed us all the equipment separated into sets ready for a particular treatment, for instance, the tray containing equipment for taking blood samples, tray to examine a well baby, a tray for pre-natal examination,

a tray for simple skin irritation usually used together with other equipment. In this manner, the midwife will have everything she needs for a particular service.

The equipment was very nice and unusual looking. This has the advantage of impressing the patients... Miss Hue also showed us samples of medicines and explained their use. Most of these medicines were vitamins for children and pregnant mothers. In general, they were:

-- Vitamin A-D (cod-liver oil) - usually taken together with calcium, good for the growth of children's bones

-- Vitamin B1 - gives appetite, help fight muscle aches

-- Iron - to increase red corpuscles. Medicines to remedy deficiency for convalescent patients.

-- Taeniacides - for tapeworms and other tonics.

Miss Hue also showed us a number of artificial fruits (plastic) such as bananas, oranges, tangerines, lemons, custard-apples, etc... for use in mother's classes. There was also a doll to be used in child care classes for mothers (these classes are held every Tuesday morning).

Miss Hue also taught us how to care for the equipment.

A very important responsibility of the midwife or in our case, the social workers was explained to us. It is to indoctrinate the mothers on the Maternal and Child Health Program, so that they understand its advantage and put their trust in us. The more they trust us the more they come to us.

We also found that the Clinic is open mornings only and the schedule is as follows:

Monday, Wednesday & Friday mornings: Pre-Natal Examination
Tuesday morning: Mother's Classes, Innoculations & Vaccinations
Thursday & Saturday mornings: Well-Baby Examination

Miscellaneous:

We learned from Miss Hue that she has established altogether 13 clinics. The Ban Co Clinic is the 14th and in the Prefecture, if we have the personnel, the Ban Co Clinic will be opened everyday, not just one day a week.

We also learned that there is a clinic at all the Districts of Saigon and a number of dispensaries. All these clinics and dispensaries belong to the City Health Services.

In Saigon, besides the two big maternity hospitals, Tu Du and Hung Vuong, there are four small maternity hospitals. These are Kanh Hoi Maternity in District 4, Phu Lam Maternity in District 6, Rach Cat Maternity. (Chi Hoa Maternity is not open at the present time because of shortage in personnel.)

We ended our visit at noon.

My impressions of this visit: This is a rather small dispensary but it has all the facilities. The construction is simple but pleasant and I especially enjoyed the visit to the Pre-Natal and Well-Baby Clinic because I learned many useful things there.

Le Ngoc Su.

APPENDIX C

Minutes of July 25 Meeting 4:00 P.M.

Present: Mrs Tefferteller and the entire staff
Guests: Mrs. Nuoi, Miss Hue, Miss Collins and a number of mothers

- Welcome the residents
- Individual introductions: (Miss Hue and Mrs. Nuoi's biographies were briefly stated)
- Expression of thanks to residents who had helped the staff distributing leaflets for the prevention of hemorrhagic fever
- Purpose of meeting: Announcement of the opening date of the Pre-Natal/ Well-Baby Clinic, which is Tuesday July 29, 1969. The hours were set as follows.

  Mornings: 8:00 A.M. - 12:00 Noon
  Afternoon: 2:00 - 6:00 P.M.

- Questions and Answers Period (Mrs. Nuoi and Miss Hue)

Mrs. Lien: Representing the residents, Miss Lien expressed her thanks to the Agency, Dr. Canh, the midwives etc. for helping the residents. She continued by asking what are the papers a mother should bring when coming to the Clinic for Pre-Natal care.

Miss Hue: The procedure is the same as at Tu Du Hospital. Miss Hue also expressed her desire for the residents present at the meeting to publicize this service to their friends. She also asked the mothers whether any of them has had pre-natal care.

Mrs. Huynh thi Hai: She was one of the first pregnant mothers attending the Hung Vuong Pre-Natal Clinic.

Miss Hue: No matter how good the service may be, without the residents' support, it could fail. She went on to ask the mothers to describe their experience with their previous pre-natal visits.

Mrs. An: Mrs. An had received pre-natal care at Tu Du Hospital. She recalled that she had to show her papers first then answer a few questions the midwife asked. Subsequently, she was weighed and measured. Her blood sample was taken and also her urine.

Miss Hue: Bad urine is the symptom of a difficult delivery (convulsion). The medical personnel needs to know these symptoms in advance in order to be prepared. The mothers should not be afraid to attend pre-natal clinic, the services are similar at all clinics, but often the midwives do not have the time to explain to the mothers the reasons of the various tests. If the mothers learn the lessons the MCH program had prepared, they will be-

come their family's midwife. Miss Hue regretted that these lessons are not available at our Center but to compensate she will come to Center's Clinic regularly.

Also, the Ministry of Health will have a follow-up program in the near future.

Miss Hue asked the mothers to come back for post-natal care once they have their baby. Post-natal care for babies should start at the age of 45 days. She also noted that many mothers see no reason for bringing a healthy baby to a clinic and asked the mothers if they know the reason.

Mrs. H. T. Hai: The reason for a healthy baby coming to a clinic is to prevent illnesses.

Miss Hue: Excellent answer!
Miss Hue said she could give the mothers complete assurance that the children who receive well-baby care will be the brightest ones in the family and if this does not turn out to be true, Miss Hue will take the entire responsibility!

Kim Chi: Does one have to fast to have a blood test?

Mrs. Nuoi: We no longer have to fast for the blood test. Mrs. Nuoi also suggested to the mothers that to avoid rushing in preparing lunch for the family, they could prepare some of the food the day before.

Miss Hue: To have intelligent and healthy babies, mothers themselves should be healthy. Babies will be examined when they are 45 days old. Miss Hue also advised the mothers to give solid food to their babies (like baby foods) so their teeth can grow on time. Lemon juice is also good for babies.

Mrs. Yen: When should a pregnant mother have pre-natal care, and how many times does she have to go to the Clinic?

Miss Hue: The earlier, the better.
As to the times, as a rule, pre-natal check-up must be done once a month for the first six months. From the sixth month through the eighth month, once every two weeks and once a week for the last month.

Mrs. Yen: Is a blood test necessary for each pre-natal examination?

Miss Hue: The answer is negative. Blood samples taken from the tip of the finger could be repeated but blood sample taken from the vein is tested only for the first visit.

Mrs. Nhut: A two months old baby in the Housing Project had just died and the mother said the baby died from typhoid fever. Could a two months old baby who does not eat have typhoid fever?

Miss Hue: People can catch typhoid fever at all ages. In this case, typhoid fever was probably the result of germs in the water and because the baby's bottles were not sterilized properly.

Mrs. Nuoi: The Clinic that will be opened here will be a public clinic, everybody will be welcome. If anyone has any questions or problems, she should feel free to ask them and the midwife will try to answer. We might be totally strangers now but we soon will be friends.

Recorded by Huong

APPENDIX D

Miss Hue's Talk on the Various Aspects of the Pre-Natal and Well-Baby Clinic

To help the Staff of the Ban Co Multi-Service Neighborhood Center better understand a special kind of medical service, Miss Hue has come to talk about the various aspects of the Pre-Natal/ Well-Baby Clinic to be opened soon at our Center. Miss Hue also mentioned the elements necessary for a successful community program.

Miss Hue is the Chief of Midwives at Saigon Prefecture and has many years of experience in directing and supervising these kinds of clinics.

After introducing Miss Hue to the Staff, Mrs. Tefferteller opened the meeting by asking Miss Hue to talk about Midwifery in Vietnam and the difference between the Registered Midwife and the Practical Midwife (called Rural Midwife).

According to Miss Hue, our medical profession has been influenced greatly by the French. It differs very much from the British or the American medical profession. For this reason, it is difficult for other countries to evaluate our Midwife's degree or to establish any equivalence for it.

Lately, the curriculum of Tu Du National School of Midwives has modified considerably and like in other countries, there are two levels of midwives.

Before 1945, there was a Training School for Midwives called The Indochinese School for Midwives. To enter this school, candidates must have completed the primary grades, go through 6 months of field work and two years of training to graduate as an Indochinese Midwife.

In 1945, the National School of Midwives was moved to Saigon. To enter this school, applicants must have at least the French "Brevet" or the "Diplome". The training time was 3 years.

At the present time, there is only the Registered Midwive Degree and the highest grade a person could have with this degree in the government is grade 8.

The standards gradually rose. From the Brevet, it was changed to the 1st cycle of High School and raised to 2nd Baccalaureate and applicants must pass an entrance examination. There are three years of both theory and practical training.

Because the standards have been raised, the Vietnamese Midwife Degree is now considered equivalent to that of other Asian Countries.

According to Miss Hue, there are actually 22 midwives in Saigon Prefecture working in maternity hospitals and pre-natal/well-baby clinics under the Prefecture's direction.

The reason for the samll number is because the salary is low. Yet the training is long and difficult (3 years). In addition, the ceiling for the salary is 670 Points or about 10,000 $VN. Therefore most students prefer to study 5 to 7 years to become pharmacists or medical doctors. These professions have higher status and better pay than Midwifery.

Because of the shortage of midwives, the government has instituted the Degree of "Rural Midwife" for the Provinces. In order to become a rural midwife, a person must have completed at least the seventh grade and studied for one whole year in midwifery. When graduated, the rural midwife will be the Registered Midwife's assistant.

When asked on the qualifications of a R.M., Miss Hue explained that a graduate midwife knows as much as a doctor about obstetrics, but in Miss Hue's words, "the midwife's knowledge was limited to the area from the waist down". The curriculum for midwives has been changed lately to include nursing care in general, and pre-natal and well-child care also.

At Tu Du Hospital, the R.M. is responsible for delivery. In case of complication, it is the midwife who diagnoses and decides whether an operation is necessary; only then, would the doctor be asked to perform the operation. Furthermore, because the midwife is thoroughly trained, she, sometimes, can prevent the doctor from making mistakes.

At this point, Mrs. Tefferteller asked Miss Hue whether there are many cases of Caesarian operation in Vietnam. Miss Hue replied that more and more there are Caesarian deliveries to protect the infant's head. In Miss Hue's time, there were not many antibiotics and operation was dangerous. Besides, thanks to the pre-natal care, the midwife is able to tell when the delivery will be difficult, when to order an X-ray and to advise the mother to go to the hospital as soon as she has some labor pain.

When asked about the advantages and disadvantages of the vacuum-extractor, Miss Hue felt that this equipment has been so recently used that it is hard to judge its effects but the best thing is still a natural child birth. A natural child birth will protect the infant from a wound, caused by the use of the vacuum-extractor, which, we do not know, will have some effect on the child later or not.

Miss Hue continued by stating the duty of a midwife in charge of pre-natal and well-child care.

According to Miss Hue, it takes a talented, subtle and devoted person to work in pre-natal care because she is predicting things for the pregnant mothers. The most important job for the midwife is to talk to the mother to lessen her pain and to gain her trust. Before, the midwife's job was strictly to assist for a successful child birth and that is all.

About pre-natal check-up, Miss Hue said we must know the following facts:

First of all, we must be well acquainted with the mothers. After that, we must try to serve them immediately. The care must be total, from head to foot. We must have record forms for history and especially the diseases

by heredity. This form will be the same form used all around the country. Furthermore, we must know the background of the mother because this could be influential to the embryo. We must also measure the blood pressure. A mother with high blood pressure might have a traumatic child birth. We must also weigh the mother; if she gains more than 22 lbs. (10 kilos) we have the right to say that something is not in order.

We will also have a urine test to see whether the mother might have diabetis or hemolysis.

Finally, we must check to see if her feet are swollen.

If we see one of the three disorders (high blood pressure, hemolysis or swollen feet), we must watch the mother very carefully.

Besides the above mentioned disorders, pregnant mothers could have TB or malaria. If a mother is found with either one of these illnesses we should send her to Hong Bang Hospital for X-ray or to Pasteur Institute for a blood test.

In short, the mothers must be well prepared for her delivery.

Mrs. Tefferteller wanted to know whether the midwife can refer mothers with five children to Hung Vuong Hospital for contraception.

Miss Hue answered that the Vietnamese law does not allow contraception. Besides, there is a law instituted in 1920 which sentences to jail anyone who promotes contraception. Actually, there is only an Association called The Association for the Protection of Family Happiness.

Miss Hue also said that there are now two pilot centers in Saigon for family planning, one at Khanh Hoi and one at Hung Vuong. The purpose of these centers is to begin to determine the extent of interest in family planning. They will also help women with birth control measures if they have proof of five living children and are at least 30 years of age.

However, if the midwife thinks a mother should limit her family she could try to convince this mother gradually and the most important thing is to work whole-heartedly on it.

Then Miss Hue was asked to give a few suggestions as what should be said to the pregnant mothers when they come to the clinic. According to Miss Hue, we must:

- Explain clearly the importance of pre-natal care.
- Know the number of persons in each family.
- Know the family's interest to win conviction.
- Talk more to the woman.

Finally, Miss Hue promised to send our staff 10 lessons concerning answers for mothers.

Before leaving, Miss Hue was nice to stay for a few more minutes at the door to answer our staff on the hemorrhagic fever which has just appeared recently in Tan Dinh.

Miss Hue was very friendly and pleasant during the whole talk and the time spent with her seems shortened. With our Pre-Natal/Well-Child Clinic project, we will probably have more opportunities to see her again and to learn many valuable things from her.

Submitted by:

Viet Hang - Social Worker
July 8, 1969

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report B

GROUP WORK WITH VIETNAMESE GIRLS (AGE 13-16)

by

Bui Thi Hien

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters - 78 Beacon St., Boston, Mass. 01208

(Translated from original Vietnamese)

GROUP WORK WITH VIETNAMESE GIRLS AGE 13 -- 16

I. INTRODUCTION

This is to report a few experiences I have learned after working with a group of teen-age girls, age 13-16, for a period of time.

In this report, I will briefly describe a multi-service center, the role of the social worker in charge of the group and a few difficulties that were met when the group was organized.

A multi-service center is a social center that includes various activities. The role of the social worker here demands that she concern herself not only with the individuals and their families but also with groups. The social worker must help organize and develop groups.

As a Sociology student, I began working at the Multi-Service Center on May 2, 1969 in order to learn more about this discipline.

My first task was to visit homes to get myself acquainted with the residents and to learn their needs. Later, I got to know the above mentioned group of teen-agers.

II. HOW WAS THIS GROUP ORGANIZED:

Through home visits, I met many types of people, even among the teen-agers themselves. There were those who have dropped out of school quite some time ago, and were just staying at home now; some were working as street vendors; and still others were in school. During conversations, these girls often expressed their desire to learn something useful, not only for learning's sake, but also to occupy some of their free time. Many of the girls approached the subject directly by saying that they wanted to learn home arts.[1] These girls wanted to learn sewing but the tuition at sewing school was too high for their family income. This tuition had to be paid in advance, about 4 or 5 thousand piasters for the entire course. Moreover, they were not sure how much they could learn in one course.

At these remarks, I often suggested that if they really

[1] See Appendix A.

wanted to learn sewing, they could get together in a group of 5 to 7 girls and hire a teacher.

Through these conversations, I learned the needs of these teen-agers, I thought to myself that there were probably many other teen-agers who had the same desires but have not expressed themselves or that I have not met them. Therefore, I tried many ways to meet as many girls as possible. Many of them I met through the girls I have already known and I also introduced the girls I knew to each other and finally I was able to set up a meeting to get acquainted. These girls also suggested outings. Through meetings, outings, etc., I learned they not only wanted to learn sewing, but they wanted to have opportunities to meet people their age to express themselves. They liked sentimental songs, they liked to go out, they liked to talk (to tell their personal stories to friends and listen to their friends' stories). In the evening they often got together into groups of two or three girls to take walks around the neighborhood, stopping on the way for snacks....Thus, I also took a couple of evenings to roam the neighborhood with them, so I could get to know more teen-agers and to understand the ones I had already met.

I have also met with some of the girls' parents. Talking to these people I found that their ideas and those of their children were very different from each other.

According to the parents, girls needed to learn the home arts, but when approaching them on the subject of recreation for their daughters, they felt that it was not necessary (particularly for girls) to have any kind of recreation. Recreation was only a waste of time to them.[2]

This was the reason why some of the parents later forbade their daughters to continue attending the sewing class when seeing other activities of this so called "sewing class".

III. BACKGROUND OF THE GROUP

Because this was a neighborhood group the teen-agers came from many various family backgrounds.

Through meetings with their parents in their homes, through conversations with the teen-agers, through group meetings, I found that most of the girls came from working families. The educational background of the family was also indicative of the girls' behavior. Some girls could go anywhere at anytime and their parents would not give any attention. On the contrary most of the girls came from much stricter families. They always had to ask for permission to even step out of the home and would be scolded if they were late coming home.[3]

[2] See Appendix A.

[3] See Appendix A.

However, the girls might be from different backgrounds, still they all felt that they needed to have recreation, to learn new things, to have friends and to have a place to meet new friends also.

IV. PLANNING OF THE PROGRAM

Knowing the needs of the nieghborhood teen-agers, together with the supervisors and the rest of the staff, we studied and planned a program to meet these needs. We all agreed that a group should be created so the girls could participate in group activities. However, the Center, at that time, did not have all the means to realize such a program. After several discussions, the staff agreed to explain to the girls the difficulties of the Center concerning the funding of such a group.

We should also note that among the girls I met, there were a few who had had some sewing courses and are still taking Home Economics in a private school.

Our group also discussed the possibility of hiring a teacher, her salary, the problem of equipment, such as sewing machines, the classroom problem and the time. We also discussed the level of teaching we would like to have.

Some suggested hiring a teacher and sharing the expenses. Some others suggested that we ask for volunteers among the girls' mothers or older sisters, who know basic sewing, to guide the group. There was also the question of having other activities besides sewing which might be objected to by the teacher or the volunteer mother.

Finally, two of the girls from the group, who had had a sewing course at the Petrus Ky Refugee Camp, volunteered to teach the class whatever they had learned. Thus, the sewing class was very humbly started. We learned simple sewing; we also had other recreational activities such as singing sessions, playing small games. These activities were planned to relax the girls, but parents did not see them as necessary. We, therefore, had to carefully explain everything that we were doing by visiting and talking with the parents as we made our various program plans.

V. PROGRAM IMPLEMENTATION

To implement our project, together with two volunteers to guide the class we tried to find resources which we could use to obtain equipment for a sewing class.

It was through organizations such as the Saigon Civic Group, CARE and the Ministry of Social Welfare, that we were able to obtain some sewing machines, fabric and even needles and thread.

Our class finally started on August 14, 1969. We meet three times a week, from 7:30 to 9:30 P.M. every Tuesday, Thursday and Saturday.

Every other Saturday we had an evaluation session to review what we had learned and try to solve any problems we might have encountered. At the end of such sessions, we always had simple games, or sang folk songs and community songs.

To this group, the folk songs and community songs were quite strange and learning really presented a big problem. The explanation for this was that very few of them have heard these songs. They usually knew sentimental songs through radio and television programs.

Therefore, we found ourselves collecting folk songs and youth songs and printing them in small song books in order to use during our meetings. The teen-agers could also borrow these books to share them with their friends.

Even though both of our teachers were volunteers, we still agreed that each member would contribute 50 piasters each month so we could have a small fund for the maintainance of our equipment or for refreshments during our meetings.

We also divided our group into small teams to take care of the cleaning of the classroom.

We also elected a president and a vice-president of the class to take care of such work as maintaining the equipment, maintaining the classroom order, to remind the girls to attend classes regularly or plan meetings. We had a treasurer to keep account of our small fund.

VI. A FEW DISCOVERIES WHILE HAVING GROUP ACTIVITIES

Our first few meetings were very difficult to handle, partly because the teen-agers did not know each other, partly because they have never had any experience with group activities other than their family group and school.

We were cautious to plan several gatherings before starting the sewing class for the girls to get to know each other. Yet, despite these precautions, we were not successful in avoiding small disagreements between the students themselves and between the volunteer teachers and their students.[4]

Very often I overheard girls complaining about these disagreements, while waiting for their classes to start or staying after class.

[4] See Appendix A.

Some of the students were annoyed because other students were too slow learning and caused the whole class delay in their program; or some students might be noisy in class. They also complained on the attitude of the volunteer teachers who were sometimes quite rude.

On the other hand, the teachers felt that with the exception of a very few young students, the older students did not trust their ability to teach sewing. The reasons given by the teachers were because they were not much older than the students, therefore, these students would be talking to each other or doing something else rather than listening to the teachers' explanation.

Much effort had to be made in order to preserve the sewing class -- on one side, I tried to create a friendly relationship among the teen-agers. I encouraged them to meet each other, to help each other often and to think of each other. On the other side, I tried to encourage them to trust their teachers, to consider them older sisters rather than their teachers. Sisters who cared for their younger sisters.

On the teachers' side, I tried to make them understand their role, not so much as a teacher but rather as a big sister who cared for their younger sisters, their younger friends.[5]

Gradually, the girls understood each other, became more friendly with each other and cared for each other.

I still remember, once, one of the girls' father had a car accident and was seriously hurt. I told the group this news and of my intention to go and visit him. But, none of the girls seemed concerned[6] and none of them asked any question as to how his health was -- only much later two of the girls wanted to join me in visiting him. I felt that it was more out of curiosity than concern that these girls wanted to visit the injured father.

Then sad news came to another girl's family. Her brother had died in action. This time it was the girls themselves who suggested that we take come class time to go and pay our last respects to the dead man. The teen-agers themselves have understood and shared each others joys and sadness.

After a period of participating in the group activities, the girls have truly understood each other, loved and respected each as sisters.

To mark the end of this first elementary sewing course the girls themselves decided to organize a small party for their two teachers. They also wanted to offer them a small token. Among the girls, exchanges of pictures were made, souvenier books were passed around for dedications. The girls also sang together, meaningful songs, expressing their sadness of separation or reminding each other of common souveniers.

[5] See Appendix A.

[6] See Appendix A.

VII. A FEW THOUGHTS AFTER WORKING WITH THIS GROUP

After working for a period of time with this group, I learned that it was not an easy task to organize and to maintain such a group. I also learned that the evaluation meetings, patience and time are all very useful in solving problems and in creating a friendly relationship between members of the group, not mentioning new discoveries.

I must frankly admit that the difficulties in the beginning discouraged me a great deal. I did not know how to explain to the parents my "roaming the neihgborhood" with the teen-agers. Yet, this helped me understand why the girls enjoyed this kind of re-creation.

However, the parents gradually understood our work and from time to time, we have had parents visiting our center, watching our activities.

At these visits, they usually commented on our work, offering advice. Some parents even asked us for advice in bringing up their children. As social workers, we felt greatly encouraged by these inquiries.

It was also through group meetings that we discovered individual problems. One of the most obvious examples was the case of the teen-age volunteer teachers. These volunteers had a great deal of personal difficulties, difficulties with their parents which were not obvious to them. It was through activities with the group that they saw their difficulties clearly. The group has helped them solve their problems and brought them a different outlook. Their contact with the social worker provided many opportunities for guidance and counselling. This included educational and vocational counselling as well as in solving problems of relationships at home.

The reason we have used volunteer teachers from the start was that we wanted the residents to realize the importance of self-help.

Going back to the group, we are now in our second stage. Because we all felt that we needed to learn advanced techniques of sewing it was agreed to hire a teacher and share the expenses with the Center by contributing 100 piasters a month. This course will be four (4) months long. We have also decided to keep approximately 25% of our monthly fee for our class fund. The teen-age volunteers have offered to assist the professional teacher whenever time permits, as now they are busy with other activities.

We hope the girls will be able to take care of all the sewing for themselves and for their families at the end of this course.

See Appendix B -- Progress Report of a Group Member

BUI THI HIEN - Social Worker
January, 1970

APPENDIX "A"
FOOTNOTES

(Group Work with Vietnamese Girls)

1. The reason why so many girls are interested in learning sewing is because the Vietnamese traditions and customs have been deeply influenced by the Confucianism, according to which girls must be skilled in home arts and our ancestors had a saying that:

   "Gai thoi diu viec trong nha,
   Khi vao cany cui, khi ra theu thua"

   Which can be literally translated as follows: "Housekeeping is the work of girls who must be good at weaving and embroidering." (This includes home arts and cooking.)

2. In the opinion of parents, recreation is unnecessary and only wastes time. Most parents do not realize that their children should have recreation after hard studies, because they themselves did not have recreation when they were at their children's age. Moreover, they are afraid that when spending much time outside the family their children's character might be influenced by bad habits and the conduct of friends.

   As they read newspapers and know some cases happen every day, they also think that girls of 15-16 are very easily tempted.

3. Most of the girls, even though young adults, must ask their parents' permission before going out. This is considered as the duty of a good child. Since their childhood, girls have been taught to address their parents when they leave and return home.

4. Though it had not been predicted, disputes between the volunteers and students as well as among students is not unavoidable. This can be understood as follows:

   The volunteers see that the class is not being conducted in the same manner as that which they formerly attended.

   Their previous class consisted of girls from 17 to 18 or above and instructed by a specialized instructor and students observed the disciplines. Order could be maintained and instruction given more easily. Naturally, because the girls were younger, the volunteers could not maintain the same standard with the group they were instructing and felt annoyed when seeing students talk in class and not giving attention to the lesson. Also some disputes among students can not be prevented because they are from different families. Some received good education from their families, are polite and do not play or

make noise in the class. Some are naughty. Some are intelligent and others are not. However, the volunteer, who may be serving as a leader for the first time, thinks that the girls cause a waste of time and hindrance to the study.

5. A favorable atmosphere must be created to give the students a feeling that they are in the same family and considered a younger sister by the volunteers. The students should respect their instructors as older sisters. Because, in a family, an older sister takes care of, is ready to make sacrifices and is very influential to her young sisters and brothers. She is the only person whom her younger sisters and brothers confide things that they hide deep in their hearts even from their parents. It can be concluded that an older sister is a friend as well as the second mother in the family.

6. The reason for the students' indifference when they are informed that their friend's father is seriously sick is due to the fact that most of their families came from different places. They have known each other a very short time and do not have a good relationship. In big cities, the social environments have significant effects on the life of people. Because after many hard working hours during the day, they want to rest and relax in the evenings and do not have opportunities to meet or talk with their neighbors. This is contrary to the rural areas. Country folks have close relationships and are ready to help and consider their neighbors' problems as theirs. When one family has a member die, celebrate a death anniversary or wedding party, all other villagers know and gather to help. There is a saying, "Neighbors know things going around in your house before you do". This indicates the mutual aid and solidarity among fellow citizens.

"GROUP WORK WITH VIETNAMESE GIRLS (13-16)"

APPENDIX B

INDIVIDUAL ADJUSTMENT AND PROGRESS REPORT
(SUMMARY OF INDIVIDUAL MEMBERS OF GROUPS)

Name: Dang Thi Bay Age: 15 Address: 119 E.

Group: Sewing Class Social Worker: B. T. Hien

I. Description of Individual and Family Background.

(Include: (A) Physical description, extent of formal education, personality traits.

(B) Significant family data).

(A) Bay is average looking, tall and slim. Bay left school when the Tet Offensive broke out; then, she was in the seventh grade of Phan Sao Nam High School. Bay is a pleasant and friendly girl, she is helpful to everyone. She is also a beneficiary of Foster Parents Plan.

(B) Bay comes from a working family. Her parents are not too well educated, they are simple and hard workers and pay very little attention to their children. Bay's father is a cyclo driver, her mother is a street vendor. Bay has two older sisters, one is married and has three children. This sister also works as a bar girl and lives at home; the other sister stays home and keeps house. Bay also has four younger siblings - one sister and one brother attending Phan Dinh Phung Elementary School, a brother attending Viet Duc Private School and a younger sister at home. Presently, Bay sells fruits at Minh Lam School.

II. INDIVIDUAL ADJUSTMENT TO GROUP

(Include: Member's response to activity, performance level, relationship with other members, group leaders and Staff leaders)

Enjoys participating in the sewing class, attends classes regularly, very attentive in class, Bay does not trifle unless she is finished with her work. Bay often reminds her friends to accomplish their duty also. With the leaders of the Sewing Class, Bay has absolute confidence in them. Bay consults them for everything, even the easiest. Bay considers the Center's staff member a "big sister" and consults her on everything, telling her everything she knows and often offering her candies, cookies etc...

III. Individual Strengths and Abilities

(Comment on leadership ability, creative skills, educational preferences, occupational goals.)

Bay usually has something to say in a meeting even if it coincides with

someone else's idea. Bay always respects other people's ideas. Bay has not had any leadership role but she always seems to worry for the leaders. For instance, during the Mid-Autumn Festival, Kieu, one of Bay's peers was asked to be representative for building E. When Bay saw that Kieu did not finish her job, she became very concerned and came to the Center to express her worry to the Staff. When Bay was asked an educational preference, she said she liked sewing very much and would like to take another course if there is any after this course. Bay also said that she would like to go back to school. She asked her mother several times but her mother did not agree and Bay has given up this idea. She is working now and shares half of her earnings with her mother. Bay's mother gave her permission to use that money for whatever she likes. Bay would like to sew well because she said she could always use this good skill.

IV. Special Personal Problems

(Health, School with grade, family, social relationship, employment)

Bay is very enthusiastic in class, she does not show any sign of tiredness or of lassitude despite the fact that she works all day. However, Bay does not look very neat. Bay needs attention and she does not get this at home, thus, she likes to go to the Center whenever she has some free time. Bay is very insecure, she does not have any confidence in herself, and often Bay is overly curious with regards to other people's business.

V. Worker's Recommendations for Further Individual Growth and Development Goals.

The first time I saw Bay, she was playing cards for money while watching her stand. I also saw Bay arguing, cursing the neighborhood children whowere mocking Bay about her sister being a bar girl and associating with Americans, or that Bay is uneducated, and she is a street vendor... The reason Bay was not given the responsibility of being Building E representative during the Mid-Autumn Festival was because she was busy with her "business". I also noticed that since Bay has been coming to the Center, Bay seemed to have stopped gambling and fighting. On the contrary, whenever Bay hears of some disagreement between some of her friends, she would say: "Cut it out, old ladies". Even Bay's class mates of the Sewing Class noticed this. Sometimes, while chatting, one of Bay's friends would ask her: "How come you are so sweet now, we often ask ourselves why you have changed so much since you took up sewing?" Bay just quietly smiled at her friends' questions (apparently quite happy).

It seemed like Bay has not had any attention from members of her family. The few times that she was with people - her friends - do not help her to build up her ego. On the contrary, Bay developed more inferiority complex. Since her participation in the Center's Sewing Class where everyone treated her nicely, talking softly to her and paying attention to her, Bay got rid of most of her inferiority complex and we could almost say that Bay adjusts herself just as well as her friends. However, Bay needs more guidance and help to build up her ego, to have confidence in her own initiatives and abilities. Bay also needs to learn

the value of money, the right way to earn money and to use it.... One day, since we had the problem with money in the sewing class, Bay told me that once in a while she still gambles in front of the School with the students. Even though it was only for a few piasters, Bay gradually became fascinated with this game.

If Bay is followed and guided properly, she could grow up to be a nice young woman, successful in her own profession. Through several conversations, I found that Bay could go on selling fruits to earn her living and taking lessons for a more secure profession, the profession of a seamstress. Being a seamstress seems to be what Bay likes best. Bay said she had asked her mother to take sewing lessons once, but her mother wants her to learn to knit because Bay's mother said that knitting was quicker to learn and Bay would earn more money also. But, Bay felt that sewing will always be useful whereas one can only knit so much a year.

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report C

MID-AUTUMN FESTIVAL

Community Social Work and Recreation to Promote a Self-Help Project

by

Huynh Thi Thu Thuy

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam.

International Headquarters, 78 Beacon St., Boston, Mass., 02108

(Translated from original Vietnamese)

MID-AUTUMN FESTIVAL

(Community Social Work and Recreation to Promote a Self-Help Cultural Project)

Another Mid-Autumn Festival has passed but I will never forget because it was the first Festival that I had so much responsibility organizing.

I was appointed to serve on a Staff Committee together with two other staff members, Mr. Trung and Miss Hang, to plan the Festival.

This Festival was also our first Community project in the Nguyen Thien Thuat Houses. Naturally, we all felt very new and inexperienced because all during our school years we have never attempted to organize such a grand event.

Members of our Committee tried to think back to our childhood days; we tried to recall our experiences with Mid-Autumn Festival as a child in order to plan our present program.

Mid-Autumn Festival is a traditional festival for children. It falls on the fifteenth of the eighth month of the Lunar Calendar which is sometime toward the end of September, the day when the moon is full and bright. I still remember, as a child, I lived in Danang. Our house was in front of the Police Headquarters where, at Mid-Autumn, there was always a festival organized for the children, and I have never missed one as long as we were living there. After the entertainment program, the children were usually given a present of moon cakes and candies to take home. It is a usual practice for a public office to organize such programs for civil servants' children. These programs usually ended with a parade going from house to house. The children sang while parading gaily and the Festival lasted until late in the night.

I learned from Miss Hang and Mr. Trung that in the North, besides the lantern parade in the neighborhood and the entertainment program, individual families also organized family parties for their children. The food served at these parties were usually fruits, cakes and candies disposed in a lovely way.

Because of the traditional significance of the day, everytime Mid-Autumn Festival comes, the adults think very specially of the children and feel that they owe them a special feast. It was also this spirit that inspired our Center to plan some special event for the neighborhood children this year.

Come September 25, 1969 at 7:00 P.M., a program sponsored by our Center took place right in front of the Center.[1] The program included the lion

[1] See Appendix A, B.

dance, a variety show and a lantern parade. Even though the festival was planned for the children, there was a large number of adults participating, especially watching the show from their balconies.

There were hundreds of people of all ages, crowded together on their balconies to watch our program which was started by a parade and followed by the variety show.

The show included such numbers as the lion dance, songs, musical sketch, humorous sketch.... The entire program was planned and played by the neighborhood youth and children.

They practiced and rehearsed for two entire weeks before the show. Therefore, we were quite unhappy when we had to suddenly cut the program short because some problems of order developed in the street.

Some of our tiny "actors and actresses" had tears in their eyes because they did not have a chance to go up the stage. It was really a pity. However, we had to think to the security of everyone and stopped the program.

We, of course, saw some mistakes on our part when we evaluated our project.

We came to realize that we relied too much upon the neighborhood teenagers and children for such a big event.

We gave them more responsibilities than they could assume.

Our second mistake was the location of our stage. It was too close to building J which made the watching from this building impossible. Placing the stage near building J also facilitates the throwing of rocks and trash down on the stage from this building by naughty children.

In general, the biggest problem was the lack of adequate police patrol. But this was good lesson for future community programs. Despite everything, we felt encouraged by the efforts that residents and staff members put into the project.

The Festival preparations (though not perfect in general) represented much work if we carefully examine every detail. For instance, first we held several staff meetings to discuss possibilities for stimulating the project; then three of our staff members were appointed to form a planning committee. This committee prepared recommendations for the rest of the staff to consider, to properly organize the neighborhood.

We had to find a way to involve the youth with the project; thus, a picnic was organized for the youth to get acquainted with each other and to recruit them to join in the organization of the Festival. This picnic took place at Suoi Tien on August 3rd, 1969. As this was our Center's first picnic it was especially exciting and very satisfying (forty youth attended). We succeeded in coordinating the youth and involving them with our Mid-Autumn Festival with much enthusiasm.

After the picnic and several meetings at the Center,[2] a Festival Organizing Committee was elected with a Chairman, two Vice-Chairmen, one for Internal Affairs and the other for External Affairs and we also elected a separate Chairman and Vice-Chairman for the Entertainment Sub-Committee as well as for the Sub-Committee for Order. The over fifty youth joined a Committee - Entertainment, Arrangements, Order and we assigned them to serious responsibilities.[3]

All the members of the Festival Organizing Committee and of the Special Committees were from the Nguyen Thien Thuat Houses or from the blocks nearby.

The Center's staff served as advisors to the Organizing Committee and to the two Special Committees. After a few meetings with youth, we followed the original staff committee recommendation to organize an Adult Technical and Advisory Committee which will take charge of the financial affairs and at the same time advise us on technical problems. Subsequently, we invited a number of parents, representatives of each building, and the result was the election of a five-member committee (Chairman, two Vice-Chairmen, a Secretary and a Treasurer).

We also contacted the Phuong Chief for permission to organize a festival and the Police Chief for the police's help with security and order during the festival.

The Chief of District 3 Information Office also lent us his assistance by supplying the loud-speaking system, lighting and curtains for the stage.[4]

To prepare the children for the parade, we held lantern-making classes at our Center for any children who desired to make original lanterns. It became quite an art project. Even though Miss Hang was in charge of the program, our entire staff took turns teaching the children how to make various lanterns which we had learned to make in our own training sessions at the International Recreation Association. After taking them home to show their parents, many children returned their lanterns to the Center for safekeeping until the day of festival. A week after our first class was started, our Center was filled with different colored lanterns hanging all around our front room. It was a delightful sight.

During this time, the Festival Organizing Committee continued to progress in preparing the program. Miss Hang and Mr. Trung followed their work carefully. Unfortunately, because of his studies, Mr. Trung resigned which made it impossible for Miss Hang to assume all the responsibilities. Consequently, she had to ask for Miss Hien and Miss Huong's help. However, our Center was quite fortunate to have recruited a new staff member, Mr. Van who came with lots of experiences in organizing cultural activities.

My own work with the Organizing Committee at times became very difficult

[2] See Appendix C.

[3] See Appendix D,E.

[4] See Appendix F,G.

because of the disagreement between members of the Committee. This disagreement was mostly caused by Mr. D who held the position of Vice-Chairman in charge of Internal Affairs. Most of the time, Mr. D came to meetings with his own agenda which was usually long and complicated and different from the agenda prepared by the Chairman. This caused a lot of friction at meetings which was annoying and tiring to everyone.

To avoid this problem, the advisors (just at that time, Mr. Bien, with much experience working with youth, joined our staff) asked Mr. D to follow the Committee policy; that is, if he had anything he wanted to suggest he should discuss it first with the Chairman and the advisors so that it will be incorporated in the agenda. As advisors, we assured him we would welcome any new suggestion from the youth because we wanted the project executed in a democratic way. Furthermore, one of the major goals of the Festival was to give the neighbors the chance to plan and direct the program themselves. The staff advisors were available to help with the implementation and execution and to give the benefit of all their technical skills and experiences.

Along with the Organizing Committee, the Adult Advisory Committee also progressed in their work of aiding the youth financially and technically (they supplied us with material and a carpenter to build the stage). Most important, they helped to arouse parental awareness and understanding of the Center's presence in the community. They became a visible demonstration of the way in which the Center and the residents can work together.[5]

We have above summarized the preparations and the activities of the Mid-Autumn Festival. We certainly tried our best and naturally, we were somewhat disappointed that the results were not as perfect as we had hoped. However, the question was not success or failure. What counted was the kind of experience we drew from the project, the recognition of mistakes we have made, and the relationships which developed with the community.

If we look at this project from the social development point of view, we find there were many gains because at least we have demonstrated to the residents that Community projects can be done by the residents themselves. The Festival served as a fine channel for discovering local leadership and introducing ideas for democratic organization for the adults and youth. It taught them the importance of responsibility, mutual-aid and assistance to the neihgborhood children.

It was also an opportunity for the Center to discover talented residents. For instance, we found that a deaf-mute child from building B was very good with his hands when he came to the Center to learn lantern making. This boy at the age of 13 had never attended school. We have since referred him to the Lai Thieu School for the Dumb and Deaf. We also found talents among other children: some were very good at acting, some very good at singing. We kept all these in mind and will try to help them develop their talents.

The youth who demonstrated potential for leadership were later invited to discuss their recommendations for future youth programs and to launch a

[5] See Appendix H.

youth organization in the Center for other boys and girls.[6]

We also found some very special cases where a child was more or less a housekeeper, having to watch over the younger brothers and sisters and do all the housework. We also found some paralyzed children who could not participate in the Festival.... However, follow-up visits, medical referrals to valuable resources and personal guidance has continued for these families.

6 See "Teaching Materials in Vietnamese Social Work", Reports F through J, concerning youth programs.

HUYNH THI THU THUY - SOCIAL WORKER
December, 1969

APPENDIX A

Ban Co Multi-Service Neighborhood Center
Variety Show's Opening Speech.

Representatives of the Government,
Parents and Guests,

Before curtains open for the show prepared by the children, with your permission, I, on behalf of the Adult Advisory Committee, would like to extend to you my greetings in the spirit of unity and understanding.

Today is the full moon of the eighth Lunar Calendar month. For thousands of years, it is a tradition for Orientals, in general and for the Vietnamese, in particular, on this day, to organize a Lantern parade and to celebrate the Mid-Autumn Festival.

For many years, our beloved country has been caught in the upheaval of war, yet, our people go on living in this frantic state.

This year, we are beginning to see some stability in our country and we find we have the means, with the moral support and physical contribution of a number of our generous residents and the interest as well as the devotion of the Multi-Service Neighborhood Center. This is the first time, we of the Housing Project, have tried to organize some events for the Mid-Autumn Festival.

Concerning the children, due to the lack of time and because most of the children are in schools and are not used to acting, therefore, we would like to ask you to disregard any mistake they might make.

I would also like to take this opportunity to invite all of you to drop by the Center and see the result of our fund raising project for the Festival, after the show or whenever it is convenient for you.

With your permission, I would like to say a few words to the children:

My dear children: If you have the Mid-Autumn Festival today, it is thanks to your parents, their love and constant concern for you, and your teen-age friends who have spent time organizing this special event. I would like to ask you to obey your parents, especially to try to make progress in your studies so not to be ungrateful to your parents and many other adults who have placed their hope in your future.

Once again, we sincerely thank all of you.

Tran Van Danh
Parents Representative.

APPENDIX B

Speech of Children's Representative

Dear Parents,

Thanks to your contributions, today we have a Mid-Autumn Festival Parade and a Children's Show. We Thank you for helping us so much and we thank the Ban Co Multi-Service Neighborhood Center Organizing Committee also.

We are very happy we have a children's show tonight and will try our best to sing, dance and act so that todays' Festival will be bustling and joyful.

Following Mr. Danh's instruction, we promise to study hard so you will be pleased; I hope my friends will do the same.

Respectfully,

APPENDIX C

Ban Co Multi-Service Neighborhood Center

Mid-Autumn Day is approaching.

When we talk about the Mid-Autumn Festival we will think of dragon dancing troupes and groups of children parading with animal patterns in their hands and singing.

Mid-Autumn Festival is the children's day. They are expecting the coming of this festival and perhaps so do the grown-ups, to share their joy.

So the entertainment program for the Mid-Autumn Festival needs the contribution of each individual member.

You are cordially invited to attend a meeting on the preparation and organization of this festival to insure the complete joyfullness of the neighborhood children on their day. The meeting will be held on August 17, 1969, at 4:30 P.M.

APPENDIX D

Ban Co Multi-Service Neighborhood Center
Bldg. J, 009 - 010
Nguyen Thien Thuat Houses

Letter to Parents from the Mid-Autumn Festival Organizing Committee.

Dear friends:

The Mid-Autumn Festival is the children's Tet. In order for the children to have a meaningful Tet, we, a group of young volunteers, having as advisors, a group of parents and the staff of the Multi-Service Neighborhood Center, are planning to organize a bustling celebration for the children of the Housing Project on the 15th day of the 8th Lunar month (September 26, 1969).

The children will parade around the Housing Project with their lanterns and will have a variety show that they themselves have planned.

The Committee feels that all children can attend the parade with their own lanterns, these lanterns could be made by the children themselves or bought on the market. All the children need to do is to register in advance with the liaison officer of each building or to contact the Center. Following is a list of the liaison officers of each building:

A: Que (026)	D: Binh (211)	G: Thanh (103)
B: Kim (030)	E: Kieu (205)	H: Hue (020)
C: Ngoc Anh (023)	F: Loan (005)	I: Vinh (001)
		J: Manh (204)

To have a well organized festival, we hope that you, the parents, will give your children permission to participate and encourage them to register in advance for the parade and for the show. This is an opportunity for children to learn singing, to get together for the Mid-Autumn Parade and furthermore, they will be participating in activities that would develop their talents, and encourage their group spirit.

Sincerely yours,

The Organizing Committee

APPENDIX E

Ban Co Multi-Service Neighborhood Center
Bldg. J, 009 - 010
Nguyen Thien Thuat Houses

Saigon, Aug. 25, 1969.

Dear Parents:

I and a crowd of friends from the Multi-Service Neighborhood Center are organizing a celebration at the occasion of the Mid-Autumn Festival. We had a meeting to talk about the celebration last Sunday but we would like your ideas too. Therefore, I would like to invite father to come to the Multi-Service Neighborhood Center sometime in the near future, we will be very happy to see you, mom and dad. I and my friends at the Center thank you very sincerely.

Nguyen thi Thien Kim (13).

Dear Parents:

Anybody, adults or children, walking on the streets, seeing the lanterns hanging in the stores, would know that the Mid-Autumn Festival is approaching.

There will be celebrations from the villages to the cities. Therefore, we are planning to organize a celebration together. But because we don't have any fund, we suddenly think of you and would like to ask your aid for a small amount of money so our celebration of the Mid-Autumn Festival will be perfect.

Nguyen van Tan (14).

APPENDIX F

MEMORANDUM

TO: Nguyen Thien Thuat
Police Chief

DATE: September 18, 1969

FROM: Ralph B. Tefferteller, Director
Ban Co Multi-Service Neighborhood Center

RE: Police Coverage for Mid-Autumn Festival Sept. 26, 1969.

As the Mid-Autumn Festival is approaching, our Center is planning to organize a parade around Nguyen Thien Thuat Houses Neighborhood and a variety show by our young neighbors. The stage will be located directly in the front of our Center.

The whole program is planned for Friday evening, September 26, 1969 from 7:30 P.M. - 10:30 P.M.

We are sending this memorandum to request your officers to come and help us in providing security and order for the Festival.

We feel that your cooperation will help the success of this program a great deal which means joy to our neighborhood children.

APPENDIX G

Ban Co Multi-Service Neighborhood Center
Apt. 10, Bldg. J
Nguyen Thien Thuat Houses

September 18, 1969

Request for microphone, loudspeaker and curtain.

To: The District III Chief of Information Office.

We, a youth group from Ban Co Multi-Service Neighborhood Center, sponsored by UUSC, are planning a variety show for children on the evening of the Mid-Autumn Festival (September 26). We hope to borrow from your office the following equipments:

- A microphone, a loudspeaker and
- a curtain.

We are looking forward to your acceptance in order for our festival to be successful. We sincerely thank you.

From the Organizing Committee,

Vu Tan Dong.

Ralph B. Teffertoller, Director
Unitarian Universalist Service Committee

APPENDIX H

Multi-Service Neighborhood Center
Apt. 10, Bldg J,
Nguyen Thien Thuat Houses

Dear Parents:

Mid-Autumn Festival is approaching, we, a group of parents from the Nguyen Thien Thuat Houses, cooperating with a group of young volunteers from the Neighborhood, under the sponsorship of the Multi-Service Neighborhood Center, are organizing a Mid-Autumn Festival for the Houses' children on the fifteenth day of the eighth month of the Lunar Calendar, i.e. September 26, 1969.

The following preparations have been done and are being pursued:

- Organization of the Lantern-making classes at the Center to prepare for the parade.
- Rehearsal in singing, dancing, acting and lion dancing for the show.

Actually, the Organizing Committee is having a few needs that it could not satisfy and would like your assistance in:

1. Providing a carpenter to build the stage.
2. Supplying equipments for the stage:
   - light bulbs
   - back stage curtain
   - a big flag
3. Donating a small amount of money for:
   - the purchase of a "lion head"
   - candles for each lantern
   - Costumes for the show

On behalf of a number of parents from the Nguyen Thien Thuat Houses, I am appealing to your generosity, in material aids or in services so the children's Festival will be a success.

Should you decide to help us, please, let us know the nature of your contribution, we sincerely thank you.

For the Festival Organizing Committee
and the Technical Advisory Committee of
the NTT Houses,

Tran van Danh

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report D

ORGANIZING ADULTS IN THE NEIGHBORHOOD

by

Nguyen Thi Sam

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters, 78 Beacon St., Boston, Mass., 02108

WHAT I HAVE LEARNED ABOUT WORKING WITH ADULT NEIGHBORS IN COMMUNITY PROJECTS THROUGH MY EXPERIENCE AS A SOCIAL WORKER AT BAN CO.

While working at the neighborhood center, I had two special assignments working with the adult committees. One was the Mid-Autumn Festival project; the other was the development of a play ground from an empty lot of land in front of the Center called, "the island."

The Mid-Autumn Festival project was the Center's first community-wide project that needed the cooperation of the neighborhood adults.

This was also new to me because I was only familiar with working with children and young girls during my field work at school as well as later after my graduation.

I was a little reluctant to get myself involved in this project because I felt that my role as a social worker here implied giving guidance to adults who were much older than me, as old as my father or uncle. I did not feel equipped, age and experience-wise to fulfill this role.

However, I decided that, probably I will not be bringing them experiences but I will learn with them what must be learned and their reactions about the project will help me guide them.

Moreover, this was a challenge. I much preferred doing something challenging than working in something I already knew, so to gain more experiences. With these thoughts in mind I began my first project.

I started by thinking first of the Phuong Chief, then the Khom Chiefs, the Lien Gia Chiefs, the Self-Defense Representatives. These people represented the Authority and the residents. They had contacts with the neighborhood residents and I hoped they would help me with my task.

Besides, I also thought of the parents of the children who had participated in the Center's recreation program. They were people who meant well for the Center. Finally, I thought of other adults I have met during my home visits.

To prepare for the meeting, I decided to go and recruit people with the following purposes in mind:

- The project was a good excuse for me to visit the homes and to learn more about the residents and the neighborhood.

- I will also take this opportunity to make the residents understand the necessity of community projects to be developed soon and ask for their active contribution.

In this project I will need the residents' help in introducing me to their friends or neighbors.

This in itself was a good opportunity for the residents to think about each other or to be more friendly with each other.

However, I did not have enough time to contact all the people I had planned. I only invited a limited number of people myself because the only time I could contact them was the evenings or the holidays. However, I also asked some of the Khom Chiefs' help in inviting others.

Together, I sent eighty (80) invitations out. While asking for residents' opinion, I found that people had many interesting ideas about improving the community. Yet when they were asked to attend planning meetings, they always had many excuses to decline. Thus, I decided not to restrict my list of invitations and to extend it to anyone I had time to meet, hoping by chance, some of the goodwill people will come. It was like fishing.

At that time, I also started to worry because:

There might not be anyone at the meeting for I have experienced some very direct refusals. Where were the goodwill people I did not see?

On the other hand, there might just be too many people coming and we only had a small room to meet. I could not estimate the number of people who would come because many of the invitations were sent by the Khom and the Lien Gia Chiefs. I had to spend some time to think of some way to arrange the chairs so we could accommodate many people, yet everyone could see each other.

On the meeting day, very few people came and the grand total was ten. I did not know the reasons.

> Was it because of the rain, the absence of electricity?
> Was it because the program did not appeal to them?
> Was it because they did not understand the purpose of our work?
> Was it because we did not know how to invite them? Should I have been going to all of the homes and invite them myself?

But with the ten persons who came, I felt that they must have had good will to come to our meeting despite the obstacles.

Upon reflection, I wonder if it was such a good idea to elect the Adult Advisory Committee even at this first meeting, when they were still strangers to each other and some of them a little inexperienced. (See Appendix A - Recording of meeting on Sept. 6, 1969).

Even the people themselves did not know their capabilities. They possibly accepted the job because of their sympathy for the Center.

The results were:

- Some of the people have accepted the responsibilities they could not fulfill and others had to take over and fulfilled their duty only very reluctantly until the end and resigned.

- Others felt guilty not fulfilling their duty and very seldom came back to the Center. On our side, we neglected to visit them. Thus, I discovered another negligence on my part. I came to someone when I needed him yet when the job was finished, I had neglected this relationship, one between a human being and another.

From these community activities with adults, I concluded that:

- In a neighborhood community project, each resident must be given a job in the beginning, job with small responsibility and gradually increase the responsibility.

We should avoid giving people responsibilities without knowing their abilities.

The responsibility of leadership should not lie in one person called the Chairman in case something might go wrong with this person. This responsibility should not lie on two persons like Mr. Chinh and Mr. Vinh either, because it was too much for them.

The responsibility should be shared by a large number of people so that nobody would feel overburdened and many could participate in the task of developing the community, thus permitting the entire community to progress.

Using volunteers or people with goodwill:

I should watch myself not to work the good volunteers too much; we are very easily tempted to overwork them because they are good workers.

We should see that this does not happen or we will loose these volunteers.

The longer we are able to keep the volunteers the better, their presence will motivate others to participate in the Center's program.

There is another important point we must note here about the adult's interest in community work. It seems like the ordinary adults here have very little time for community work. They are not interested in community work in general unless they can see its usefulness in relation to their family, their children.

Some are very willing to give financial support so their children and grand children will inherit blessings from above.

However, there are a few people who are ardently interested in community work or work in the interest to everyone. Observing these volunteers carefully we find that their background was most influential, they usually have been active in the scout movement or in a Church group during their younger years. (See Appendix B, Recording of evaluations of Committee members).

They were taught to think of other people. Thus, youth activities are very essential for the training of a good citizen.

Finally, these adults have given me what I needed to have in order to guide them.

At all the meetings or informal contacts, I have always put myself on the level of their children or nieces and they did not hesitate to teach me. This enabled me to know their real feelings and thus, I had enough elements to report to my supervisor who in turn could advise me.

I have learned some experiences when I was working with the Advisory Committee to organize the Mid-Autumn Festival. Then I had opportunity to use these experiences in the project of improving the "island" to develop a play ground.

In forming the "Island Committee" I only invited those residents whom I have contacted personally and discussed the project with each one. Then I could be sure that they wanted to take part in this project. These individuals I thought understood the purpose and advantages of this project, after taking time to explain everything carefully. (Appendix D).

I did not appoint them to any position but gave them appropriate assignments, according to their interest, time and ability. (Appendix E - Minutes of Meeting on Nov. 6, 1969.)

I also asked for the participation of Mr. Danh and gave him an assignment which I thought he was able to accomplish. I hoped that by accomplishing his assignment Mr. Danh could contribute in this community project. As expected, Mr. Danh has made a significant contribution to the project.

NGUYEN THI SAM - SOCIAL WORKER
January, 1970

APPENDIX A

Election of the Adult Advisory Committee
On September 6, 1969

Present: - 4 representatives from the Khom and the Lien Gia
Messrs. Chinh, Tiep, Cuong and a representative of Khom 11

- 5 representatives among acquainted residents
Mmes. Them, Cua and Thaun
Messrs. Danh and Vinh

- Youth Representatives and Staff members.

The meeting was opened with a presentation of the Mid-Autumn Project. The project was explained as a youth service to young children and in order to accomplish this project, the youth needed the adults' assistance.

Mr. Dong representing the Youth Group reported to the adults the progress on the organization of the Mid-Autumn Festival and asked the adults to contribute their ideas.

Mr. Danh then asked whether the Festival had any other aims besides entertaining the children. Mr. Danh said he would like to see this as an opportunity to educate the children, besides entertaining them because he said that the children needed to be trained to become dignified people, that Vietnamese society was very complex. He also observed that most children no longer have any ethics. Mr. Danh also introduced himself as the former Chairman of the Province Council of Bac Lieu Province and former President of the Buddhist Association of Bac Lieu.

In reply, Miss Hoa said that the purpose of the Festival was to give the children the opportunity to enjoy themselves and to learn to work. This was also to give them the opportunity to develop their talents and their creativity, to train them to have a sense of responsibility, to think of other people in the neighborhood and to join in community projects. All these are purposes of the Center also.

Coming back to the Mid-Autumn Festival, how will the entertainment program be organized, the lantern parade? and how to make lanterns? What are the requirements for participating in the parade? These were yet to be discussed.

Messrs. Danh, Chinh and Vinh had many ideas concerning the whole event. Finally, Mr. Vien said that everyone's ideas were appreciated but to facilitate the planning of the Festival he would like to ask their opinion about the idea of organizing an interim Adult Advisory Committee.

Mrs. Tefferteller suggested that since there were only nine persons at this meeting, probably they can all be on the Committee. Their presence at this meeting proved their good will.

However, the final suggestion was for five persons to be on the committee only. The election results were as follows:

1. Mr. Tran van Danh, Chairman
2. Mr. Nguyen Chinh, First Vice-Chairman
3. Mr. Nguyen van Vinh, Second Vice-Chairman
4. Mrs. Truong van Cua, Treasurer
5. Mrs. Ho thi Them, Secretary

November 9 was set for the committee to meet and discuss the project, before the meeting adjourned.

Recorded by

Nguyen thi Sam

APPENDIX B

Some Observations Concerning the Adult Advisory Committee

1. Individual Observation

Mr. Danh: Mr. Danh was an older man, he also had the time. He did not have any family and too, everyone voted for him because they saw that he was an eloquent and mature man. They also thought he had a lot of experience with the Bac Lieu Provincial Council. However, Mr. Danh did not like to have individual contact with each person, possibly because they disagreed with him after the problem he had with Su concerning fund raising. Mr. Danh liked to talk to a large audience because he had experience delivering speeches at the Bac Lieu Provincial Council. (See Appendix C - Mr. Danh's speech at the Festival).

Mr. Vinh: Is newly married. Mr. Vinh had participated in many activities with his church when he was younger. He still had much of the youth enthusism and many creative ideas. However, he did not have much free time because of his work as a drugs salesman. He does not return home until 7:30 P.M. every night. But once accepted to be Vice-Chairman, he had to fulfill his duty.

After the Festival, Mr. Vinh found that the work had been too much for him and wanted to resign from his position of Vice-Chairman and just be a committee member because he did not feel he could fulfill his responsibility as Vice-Chairman.

Mr. Chinh: A driver, Mr. Chinh was married and had four children. As a little boy, he was a member of the boy scouts. He is an active person and being a member of the committee gave him the opportunity to remember some of his past experiences. He was always on time and exact.

Mrs. Them: Had three children besides working as a secretary for an American agency. Mrs. Them went to work all day, she came home at night and was very busy with her housework.

Mrs. Them had to give up going to meetings after two meetings.

Mrs. Cua: Had small children, a very busy schedule and had no time to do anything for the committee.

2. General Observation about the Committee

The committee itself seemed quite satisfied with their job because they had a strong support from the residents financially (more than they had expected) and morally (encouragements, compliments).

The committee seemed quite "tired" after the Festival possibly because the work had taken all their rest time. This is something we must think about.

3. Result: We cannot measure exactly but through their activities we could see:

- Approximately 150 families have contributed some money
- A Khom Chief contributed $VN 2,000 and sent people and material to help build the stage.
- A Lien Gia Chief was Vice-Chairman and spent much of his time seeing that things were done.

<u>This is a point we must reconsider - how we use a goodwill person in a community social work task</u>.

Recorded by,

Nguyen thi Sam

APPENDIX C

Ban Co Multi-Service Neighborhood Center
Variety Show's Opening Speech

Representatives of the Government,
Parents and Guests,

Before curtains open for the show prepared by the children, with your permission, I, on behalf of the Adult Advisory Committee, would like to extend to you my greetings in the spirit of unity and understanding.

Today is the full moon of the eighth Lunar Calendar month. For thousands of years, it is a tradition for Orientals, in general and for the Vietnamese, in particular, on this day, to organize a Lantern parade and to celebrate the Mid-Autumn Festival.

For many years, our beloved country has been caught in the upheaval of war, yet, our people go on living in this frantic state.

This year, we are beginning to see some stability in our country and we find we have the means, with the moral support and physical contribution of a number of our generous residents and the interest as well as the devotion of the Multi-Service Neighborhood Center. This is the first time, we of the Housing Project, have tried to organize some events for the Mid-Autumn Festival.

Concerning the children, due to the lack of time and because most of the children are in schools and are not used to acting, therefore, we would like to ask you to disregard any mistake they might make.

I would also like to take this opportunity to invite all of you to drop by the Center and see the result of our fund raising project for the Festival, after the show or at whatever time is convenient for you.

With your permission, I would like to say a few words to the children:

My dear children: If you have the Mid-Autumn Festival today, it is thanks to your parents, their love and constant concern for you, and your teenage friends who have spent time organizing this special event. I would like to ask you to obey your parents, especially to try to make progress in your studies so not to be ungrateful to your parents and many other adults who have placed their hope in your future.

Once again, we sincerely thank all of you.

Tran Van Danh
Parents' Representative

APPENDIX D

Ban Co Multi-Service Neighborhood Center

Ladies and Gentlemen,

As you already know that the vacant lot near · the Multi-Service Center, whereon the Government had planned to construct a garden, is a place where heaps of garbage cans, old and rotten items are seen. It thus lessens the beauty of our quarter.

To prevent the disposal of garbage at this place, a number of individuals have suggested the clearing of garbage and to make it clean.

In order that the work can be decided on quickly and carried out easily, it is requested that you take part in the meeting which will be held at 2000 on 6 November 1969 at Apt. 10, Building J to contribute your views on the clearing and preparation of this lot and if possible we will request the Government to authorize the use of this piece of land for the public's interests and purposes.

Your presence at this meeting will help the quick achievement of good results in the public services rendered to our quarter.

Multi-Service Neighborhood Center
Nguyen thi Sam

Minutes of the Planning Meeting for Using the "Island"

Present: 14 persons as follows:

- Phuong Chief's Representative: Mr. Phan Duc Vuong
- Representatives from the Administrative Council: Messrs. Le Ngoc Ho and Truong van Tu
- Lien Gia Chiefs:

  Messrs.: Nguyen van Dat (#4 and 6 G)
  Tran van Danh (#4 J)
  Nguyen van Sanh (#1 G)

  Mmes.: Trieu Ngoc Nhung (#5 J)
  Nam (#7 and 8 J)

- Youth Representatives:

  Messrs.: Lam Quoc Bao
  Dam Quang Phong
  Tran van Hung

  Miss: Nguyen thi Thanh

- Center's Staff:

  Misses: Hua thi Tuyet Hoa
  Diep
  Nguyen thi Sam

  Mr.: Tran Nhu Bien

I. Reasons for the meetings:

1. Suggestions from a number of families to clean up this lot of land because many people use it as a garbage dump.
2. This is also one of the projects the Center has been studying.
3. The lot was planned for a small garden by the Authorities. This meeting will give the residents the opportunity to give their suggestions and to cooperate with the authority in beautifying the neighborhood.

II. Suggestions

1. A concrete surface could be made and the lot could be used as a motorbike parking lot. This will bring additional revenues to the Housing Project.

2. Plant flowers and develop this space into a pretty flower garden.

3. Finish the surface and set up benches for residents to sit on.

4. Develop it into a children's playground.

III. Discussion

Mr. Danh felt that:

- A parking lot will take away the attractiveness of the Houses

- Flowers will be hard to grow with so many children around.

And he suggested that some green be grown there and some benches set up.

The Chairman of the Administrative Council felt that if a concrete surface is made, this space could be used as a motorbike parking space for visitors during the day time and a place to sit outdoors for the residents in the evening.

The Youth Representatives would like to see the "island" be finished with a concrete surface so it could be used for meetings and outdoor movie showings.

Mr. Vuong, the Phuong Chief's Representative felt that since the neighborhood is too populated and it would be good to have some trees to filter the air. If trees were planted, the space could be used as an outdoor sitting place for the residents as well.

The residents felt that they would go along with any plan as long as it does not take away the beauty of the Housing Project.

The final suggestion was that two trees will be planted at both ends of the area, some shrubberies will be grown in the middle and the rest will be finished by a concrete surface and benches will be set up.

Everyone agreed with this suggestion. However, this was only a suggestion from the residents, the City Hall or the Directorate of Housing must be consulted before any action can be taken. The following steps were suggested.

- A letter asking for permission to remodel the area. (Mr. Danh)

- Administrative formality for the right to use the area.

- A blueprint. (Messrs. Vuong and Bao)

- Cost of labor (this could probably be requested from the Administrative Council; however, at this point their representatives have already left the meeting).

Mr. Vuong then asked if the Center has any plan concerning this project.

Miss Hoa answered Mr. Vuong by saying that this is a community project and everyone must share and the Center will have its share.

Mr. Vuong also said that appeal for help could be made to other groups such as the US Civic Action Group, provided that we planned a project and that we have the cooperation of the neighborhood and the contribution from the different groups within the community.

The meeting adjourned at 9:10 P.M. on November 6, 1969.

UUSC-Saigon
Nguyen thi Sam

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report E

YOUTH ACTION FOR YOUTH DEVELOPMENT

by

Tran Nhu Bien

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters, 78 Beacon St., Boston, Mass. 02108

YOUTH ACTION FOR YOUTH DEVELOPMENT

When discussing the subject of youth, one should remember that the young generation represents the future of a nation. The future of a nation can be forecasted through the youth's activities and organizations. Therefore, those youth organizations and programs should be encouraged which help the youth understand a sense of leadership and responsibility towards themselves and to the society. The Ban Co Multi-Service Center has become a focal point in the community for activities involving youth, in which they have opportunities to work towards their own betterment and serve their friends and fellow citizens.

The initiation of a youth program was a planned process. Social workers at the Center first contacted through home visits the parents and youths in the community in order to explain the philosophy of the Center and to learn the interests of the youth. Then youth were invited to participate in several informal meetings at the Center and to join the staff on picnics as a constructive setting in which youth could learn of the nature of the Center and for them to express their desires for future programs. After several such gatherings, the youths in the community became more familiar with one another and more acquainted with the Center's purpose. In the middle of September, 1969 many youths came together and elected a Youth Executive Committee to represent their interests at the Center. (See Appendix A and B.)

The Youth Program met with numerous difficulties from the very beginning. Many of the residents reacted with indifference at first because our working procedures and organization were very new to them. It was for instance, a new concept to invite youth to participate in planning a program for them. Many youth hesitated to participate wondering whether the program would benefit them. The political situation in Vietnam, for inctance, made a number of youth afraid that they would be used as a tool to serve other people's interests. Many of the parents also questioned the mixing of boys and girls together, observing their ancestors' maxim that "girls and boys should not have close relationships", which in earlier days meant that girls were not allowed to take part in social activities on an equal footing with boys. Then was the problem of dealing with those youth, who, after working with Center staff successfully for several months, decided to establish an independent program within the Center, but without supervision. The characteristic of youth is to appear easy-going and quite accepting of advice but equally strong in their desire to be independent of authority. Finally, there was and continues to be the problem of sensitivity and pride among youth. For example, those who were elected to represent the youth of the community at one point abruptly resigned as a group because of a social worker's chance humorous remark which reflected insensitivity toward youth's constant struggle between a sense of adequacy and desire to fulfill their responsibilities.

The solution to these problems required careful discussions between the staff

and the youths, followed up by a number of concrete actions. First home visits were emphasized by members of the staff to explain more fully to youths and their parents the purposes and objectives of the Center, and of the youth organization. Youths who had relinquished their positions of responsibility were visited in their homes and encouraged to continue in their elected positions. The role of the social worker in relation to the youth group was also defined and re-defined to meet the needs of the youth. The Center social workers, it was explained to the youth, were program advisors always available to assist and encourage the youths to voice their opinions and interests. Opinions of the majority would always be used as a criteria for resolving problems and decision-making about programs. In response to the request for an independent, unsupervised youth group, the social worker was presented as valuable to the group due to his or her training and knowledge in how to construct programs. The social workers, in their role as advisors to youth, do not restrict the youths' independence but rather encourage it by contributing views to help the youth committees in their own leadership roles. Finally, the social workers then and now continue to meet weekly to discuss problems encountered by committees or individual members to share ideas with one another. Supervisors of the Center also meet individually with staff social workers to consult, encourage and provide advice in training them to be effective in working with the youth.

The formation of an organizational structure for the administration of youth activities, it was stated before, involved the election of a Youth Executive Committee. For several weeks prior to this event, however, staff social workers and the Center Supervisor discussed and evaluated individual youth members' talents, abilities and levels of readiness. Volunteers and more experienced youth who wished to be of assistance were included in order to plan a framework for an organizational structure and to organize the first general youth meeting. At the general meeting held in September, 1969 a full discussion was held on the preferences of programs to meet the realistic needs of the youth; an election was held for a Youth Executive Committee; and Sub-Committees were formed to implement specific programs in education, entertainment, vocational training and social action, as voted by the membership.

Among the members elected to the Youth Executive Committee was Mr. Bao, a third year student at the Faculty of Law; Mr. Voung, Vice-Chairman of External Affairs, a lieutenant in the army and assistant to the community political chief; Miss Than, Vice-Chairman of Internal Affairs, a secretary in a private office; Mr. Hung, Secretary, a high school student; and Miss Van, Treasurer, a high school student; and Chairman for the four Sub-Committees.

Each of the Sub-Committees were formed with an elected Chairman, Vice-Chairman, Treasurer, Secretary and Assistant Secretary. An average of about 15 members constituted each Sub-Committee. As mentioned above, each Sub-Committee Chairman serves on the Youth Executive Committee and is present at all meetings of the Committee.

For all meetings of the Youth Executive Committee and Sub-Committees, each

Chairman meets with his respective staff advisor and plans a tenative agenda and program for the meeting. The Committee Chairman conducts the meetings, directs the discussions, and calls a vote in all matters concerning the Committee's decisions. The staff advisor attends the meeting in the role of advisor and resource specialist of the Center.

The following examples are programs initiated and administered by the youth with the assistance of Ban Co Center staff:

1) Education Sub-Committee--
   - English classes two evenings a week, taught by American volunteers, and administered at two levels (beginners and advanced beginners).

2) Entertainment Sub-Committee--
   - Organization of Vietnamese Folk-Singing Group (Du Ca) with eighty youth in the community as members.
   - Concert on January 11, 1970 at an outdoor setting in the community.

3) Vocational Sub-Committee--
   - Recruited students and raised money from private sources to send youth to auto-mechanics and typing classes in Saigon community.
   - Investigated job placements and assisted students in securing employment.

4) Social Action Sub-Committee--
   - Organized recreation programs in ping pong, badminton and volley ball.
   - Secured the cooperation of the resident elected Administrative Council and Phuong Chief in developing vacant areas of land into a paved badminton court.
   - Developed a physical exercise program for handicapped children in the community.
   - Established a tutoring program for slow learners from a nearby school

When you have a chance, visit our Center. You will see daytime as well as nightime activities. One can see committees of young citizens at Ban Co planning programs for the future as well as numerous programs already taking place. The Center often is without the space necessary to house the many organized activities and must seek the cooperation of the Administrative Council and Phuong Chief for use of additional space. The Youth Organization has been established to meet the realistic desires of the Community youth and the youth programs are carried out with their consent and participation. The youths' response to the programs designed by them and for them are worth noting. We hope it will be interesting to read the reports pre-

pared by the social workers who have been actively advising and directing the youth programs.

The projects operated at the Center are many and often are more responsibility than the staff can handle. This is a staff learning problem which requires strong dedication and interest in youth activities along with on-the-job training. The outcomes of these programs are satisfying, as they were carefully analyzed and prepared to meet the local residents needs. We must learn more from our experiences in order to improve the quality of our everyday programs.

TRAN NHU BIEN - SOCIAL WORK SUPERVISOR
January, 1970

APPENDIX A

Youth Committee Meeting

Sept. 19, 1969 - Evening

This meeting was attended by the Center's staff and 30 youth both from the Housing Project and from the nearby blocks. Mr. Bien was chairman of the meeting. The Agenda was as follows:

1. Healthy and useful program activities realizable for the future.
2. Organizing an Interim Committee.

I. Program activities

Six programs were suggested:

- a "Du Ca" group (wandering singers)
- a library
- a language class
- a sport group, active in social action
- a seminar program
- a photography class

When each program was suggested, the person who suggested also presented the reasons for the program and the potentials we have to start such a program. All six programs seemed possible to realize except for the photography class which seemed kind of hard.

The majority of the youth represented at the meeting voted for all six programs. To carry out these programs, an interim youth committee must be formed.

II. Organizing an Interim Youth Committee

The Interim Youth Committee will have:

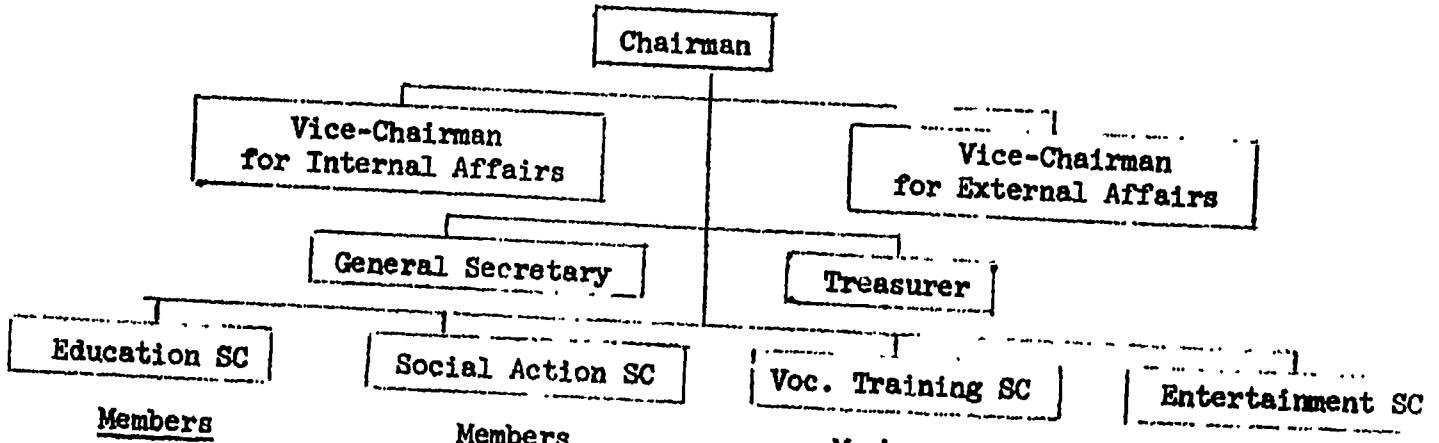
- a chairman
- two vice-chairman
- one secretary
- and four sub-committees

The result of the voting was:

(Mr.)	Lam Quoc Bao	elected	Chairman
(Miss)	Nguyen thi Thanh	"	Vice-Chairman in charge of Internal Affairs
(Mr.)	Pham Duc Vuong	"	Vice-Chairman in charge of External Affairs
(Mr.)	Phung Duy Hung	"	General Secretary
(Miss)	Huynh thi Van	"	Treasurer
(Miss)	Le thi Dung	"	Chairman of the Sub-Committee for Education

(Miss)	Nguyen thi Nhan	"	Vice-Chairman for Education
(Mr.)	Tran van Hung	"	Chairman of the Sub-Committee for Social Action
(Mr.)	Nguyen Thanh Tan	"	Vice-Chairman for Social Action
(Mr.)	Tran van Hung	"	Chairman of Sub-Committee for Entertainment
(Miss)	Phan thi Bach Tuyet	"	Vice-Chairman for Entertainment
(Mr.)	Dam Quang Phong	"	Chairman of the Sub-Committee for Vocational Training

The Representative Committee



Education SC	Social Action SC	Voc. Training SC	Entertainment SC
Members	Members	Members	Members
Chairman	"	"	"
Vice-Chairman	"	"	"
Assistant for Action	"	"	"
Secretary	"	"	"
Treasurer	"	"	"

Recorded by
Le Ngoc Su

APPENDIX B

Meeting of the Youth Representative Committee

Sept. 27, 1969
8:00 P.M.

Most members of the Youth Representative Committee were present together with the three advisors, Mr. Bien, Miss Hang and myself.

The purpose of this meeting was to discuss:

- By-laws for the Youth Group
- Program for the various Sub-Committees
- The "Get Together"

1. Mr. Hoa opened the meeting by announcing the reason. Then, he briefly presented the by-laws for the youth group, stating the rights and responsibilities of each member of the Youth Representative Committee.

2. Next came the assignment of programs to each Sub-Committee. As it was suggested in the last meeting, there were the following six programs.

- a "Du Ca" group (wandering singers)
- a library
- a language class
- a sport group - for healthy social actions
- a seminar program
- a photography class

The six program suggestions will be carried out by the four Sub-Committees.

- Sub-Committee for Education:
  - the library
  - the language class
  - the seminar program
- Sub-Committee for Entertainment:
  - the "Du Ca" group
- Sub-Committee for Social Action:
  - the Sport Group
  - the Social-Actions
  - The Seminar Program
- Sub-Committee for Vocational Training
  - the photography class

3. On the "Get Together"

- Time
- Location
- Transportation
- Food

* The time agreed upon was 8:00 A.M. for departure at 4:00 for return on October 5, 1969.

* Many locations were suggested:

  - Vung Tau
  - Thu Duc
  - Lo-O Brook
  - Bui Gia Trang (Farm)

  Lo-O Brook was voted for.

* Transportation will be requested at USAID

* The food will be sandwiches and the fee is 60 piasters.

Mr. Bao suggested that the Center's staff members and the Representative Members pay 100 piasters if they can.

The purpose of this picnic is to recruit members for each Sub-Committee and to promote the friendship between the youth.

Observation:

In my opinion, this meeting was relatively successful. However, according to the agenda, this meeting was set up to discuss the by-laws of the youth group, and because the chairman had forgot to bring the documents so the subject of the by-laws was only briefly mentioned. This will be discussed again at another meeting.

The above mentioned meeting went off in a friendly atmosphere and it was to the credits of Mr. Bao and Mr. Bien.

Recorded by
Le Ngoc Su

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report F

YOUTH ACTION FOR VOCATIONAL TRAINING

by

Huynh Thi Thu Thuy

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters, 78 Beacon St., Boston, Mass. 02108

(Translated from original Vietnamese)

YOUTH ACTION FOR VOCATIONAL TRAINING

The Vocational Committee is one of the four Committees of our Youth Program. All of the committee members are youth themselves. I was the staff member assigned as advisor to this Committee. I did not feel equipped to advise on Vocational Program. I tried to ask myself what Vocational Program was and how it should be planned.... However, thanks to the conscientious guidance of my supervisor, Mr. Bien, I stopped worrying and accepted the responsibility.

The Vocational Committee was formed after three general youth meetings. The first meeting took place at Long Thanh at a youth picnic on September 14th, 1969 with approximately 50 youth who attended to discuss the formation of a youth program for our Center.

This "picnic meeting" was planned for the youth to get acquainted and to announce to them the Center's interest in having youth determine the programs and services which they think should receive priority.

The second meeting was at the Center on September 19, 1969. This meeting was planned for the election of a Youth Executive Committee for the new organization.

It was during the third meeting on October 5, 1969 at the Lo O Brook picnic that the Vocational Committee was formed. Of the many ideas and suggestions put forth by the youth, the need for helping youth with vocational problems was considered to be one of the most important. The following officers were chosen:

- Mr. Phong was elected Chairman; Mr. Thang, Vice-Chairman; both of these young men came very frequently to our Center and were very interested in volunteering for social services to help youth find vocational training.

- Mr. Tu, a civil servant, was elected assistant for projects. Mr. Tu, on his free time liked to come to the Center and participate in our program.

- Another youth, Mr. Trieu was elected Secretary and Miss Van, a friend of mine was elected Treasurer. Miss Van is a medical student and Mr. Trieu a high school student. He was elected to this position because of his pretty hand writing.

The above mentioned persons were the five key persons in the Committee. Beside them, there were also seven or eight other youth who signed up to be members of the Committee. Among the members, there was Miss Diem, a pharmacist, who graduated about two or three years ago but was still very interested in participating with youth to develop vocational programs and social services.

It was also our Committee policy that anyone who benefits from our program will automatically be considered member of the Committee.

The first meeting of the Committee was called by Mr. Phong, the Chairman, and myself for October 12, 1969 at the Center. About twelve young people came to this first meeting.

Our agenda of meeting called for a discussion of a program that will be useful to all the neighborhood youth. Most of the youth suggested home arts such as sewing, knitting, embroidery for girls; mechanics, electricity and refrigeration repair service for boys. Naturally, we could not organize all these programs at once because we did not have all the means. Therefore, the Chairman suggested that we vote for a priority program. Before the voting took place, I reminded the youth of the two existing classes of sewing and suggested that they choose something for the boys. A great number of boys at the Nguyen Thien Thuat Houses were school drop-outs, (because of circumstances beyond their control), these boys now wanted to learn a trade so to have a good profession and to earn their own living. The Center staff knew this from their home visits and interviews with youth in the Center.

Phong, the Chairman also reminded us that this program was also aimed to prevent unemployment, school drop-out, delinquency, etc... and finally, to comfort those who have been deprived.

With these purposes in mind, we voted for the auto-mechanics program. Now, how will we start this program? After much discussion, we decided to divide our group into two small groups:

- The first group was to contact the various Vocational Centers in the city. Mr. Phong, Miss Diem, Miss Van, and myself were among the members of this group. This group also assumed responsibility for developing fund raising sources so that loans might be available to help the students with tuition if necessary.

- The second group was to find the neighborhood youth who were interested in the program and needed help.

We have also set up a number of criteria for choosing our candidates as follows:

- Age: fifteen years of age and up

- Number: from fifteen to twenty-five students to each class

- No tuition will be charged, but students are encouraged to pay back an amount equal to one fourth of the tuition fee once graduated and earning a salary. This is aimed to promote a spirit of mutual aid.

While our activities were progressing we could not avoid a few difficulties. For instance, at the end of a meeting, when the entire Committee had agreed on starting a program of auto-mechanics, one Committee member came and

expressed his disagreement about the group decision after he was told about the outcome of the meeting. This Committee member, Mr. T., suggested a Typing class or an Industrial Art class in place of the auto-mechanics class. Mr. T. also said that a friend of his will volunteer to teach the class. Mr. Phong and myself and especially Mr. Bien tried to explain to Mr. T. that he should follow the democratic way of operation of the Committee and respect the group decision. We also expressed our agreement with the program planned by the Committee because we felt that this program could be long lasting and practical.

We suggested that this Mr. T.'s ideas could be discussed at future meetings, once our mechanic program is established. Mr. T. was still not convinced. He said that because he wanted to respect the democratic spirit he had raised the question about the mechanics program. He said he has been living in the neighborhood a long time and knew the residents' interests. However, in reality I am quite sure that the idea of starting a typing class was Mr. T.'s own idea because he has been trying to promote this idea for quite some time now. Our staff have also replied to Mr. T. that such a program would be difficult to organize and yet not too practical.

However, through our discussions Mr. T. gradually became more understanding and reasonable and finally accepted the Committee's decision. Most important, he has continued to work with the Committee.

This example was not new to our Center, we have had the same type of trouble with some individual Committee members when planning the Mid-Autumn Festival. We learned then that as advisors we must listen to each member's opinion and teach the meaning of majority decision, as well as democratic procedure.

The meeting to follow was set for October 18, 1969 for the two groups to report on their findings.

The above mentioned difficulties were rather small if we were to compare them to the problems we had, once the program was planned. They were problems of finding a good school and financial problems. We felt that we must look very carefully for a good school where graduates will have a good certificate and will find jobs. Our second problem was the problem of financing the students to these good schools once they are found.

Mr. Bien and I decided to discuss this problem with one of the American Advisors, Mr. Dorsey. Mr. Dorsey told us that we might be able to obtain scholarships from various American financed agencies such as CARE, The Salvation Army, Saigon Civic Action, Vietnam Christian Service.... He also reminded us to have all the details pertaining to the school such as tuition fee, length of the course and a list of candidates.[1]

To become better acquainted with the individual youths who were interested in vocational training, we took turns to receive and interview applicants at the Center. It was during these interviews that we obtained more details

[1] See Appendix A.

about family and home conditions and need for assistance.[2] Meantime, the other group took care of contacting the various vocational schools in the City.

The final findings made us choose the Viet Bac Vocational School, on Hong Thap Tu Street, despite the high tuition. The tuition at Viet Bac Vocational School is a little higher than other schools (8,000 $VN per 4 month term) but it is much better equipped. The faculty is also better qualified and the graduates are much sought after. In comparison to four other private schools, we consider Viet Bac as superior.

We also contacted a number of Public Vocational Training Centers and Adult Educational Training Centers. The Gia Dinh Vocation Training Center is very large, well equipped, and offers the choice of mechanics, electricity, air conditioning and refrigeration and welding. However, they have already started their courses and will not offer new ones for six more months. Furthermore, they are overcrowded as the demand is so very great.

One of the places the Committee contacted was the Central Training Institute (CTI), a Vocational Training Center managed by the American Armed Forces. The Center provides technical training for their civilian personnel in various technical fields including the medical field. The trainees receive a stipend of 28 $VN/hour while studying at CTI. At CTI, we met with Mr. G. Kauffman, explaining our work to him and describing our candidates' background and appealed to him to take some students from our neighborhood. Mr. Kauffman explained that right now the Army does not need more personnel but agreed to take five of our candidates. He could not however, guarantee employment at the end of the training but he will still give them the same stipend while studying at the CTI. We thanked Mr. Kauffman and assured him that we will see that our youth understand that the stipend is to help them pay for their meals and transportation. Mr. Kauffman seemed quite satisfied with this idea.[3]

Thus, our Committee was able to help five neighborhood youth. A friend of Miss Diem also donated 10,000 $VN. We than used this money to send another youth to Viet Bac School.

However, this still left us a list of twenty other youth to help. We contacted many other American financed agencies, but for some reason these agencies' answers were all negative, except for Vietnam Christian Service.

We were told by VNCS that at this time their budget does not allow them to give us any support but if we call again in March they might be able to help our Vocational program.

We are still continuing to search for financial support from private sources while keeping in touch with CTI (for next term) and VNCS.

We also keep a close relationship with the students who are in training. We

[2] See Appendix B.

[3] See Appendix C and D.

meet with them regularly every Monday, to be informed on their progress and to help them with any difficulties they might meet.... From time to time, we also stop by their school to observe them at work, and to talk to their instructors, checking on their behavior and their attendance. In addition, they receive a great deal of individual guidance and they drop in to see the Social Work Advisor at any time they need to discuss a problem.

I have been working with the Vocational program for four months now, and feel that the Vocational program is a program that the residents really need. Unfortunately, fund-raising is difficult and our waiting list becomes longer and longer everyday. Continually we explain to the students that the Committee is trying to find resources and we also try to keep them from becoming discouraged. It is also important to remind each one to explain the situation to their parents and we do the same whenever we visit. We do not want them to loose confidence in our Committee. We are sorry that our Center is too small and we cannot organize Vocational classes at the Center as we would like, since outside training resources are limited.

We are fortunate to have very active members in our Committee. Some of our members were so active and enthusiastic to the point that they compared themselves with the staff making remarks to the fact they work just as hard as the staff members themselves, yet did not get paid!

We also met some Committee members who were quite disinterested or who did not comprehend fully their responsibility. For instance, if they do not find something they consider interesting at a meeting, then they will stop attending meetings. Another case was with members who accepted a responsibility but failed to fulfill it.

In these cases, the social worker has a very important role to play. She should try to encourage the youth to fulfill his duty yet she should see first that he does have the time, and that his school work or his housework is not neglected. We encourage the young people to use their leisure time in a useful way to help their friends and their neihgbors, by participating in the Center's programs. They should not consider themselves obligated to participate, rather they should always remember that they have volunteered themselves.

We try to make the young people understand that all our programs are aimed to serve the neighborhood residents, namely the young people themselves and members of their family. Having this in their mind, we hope they will see that they have responsibility toward their neighbors and a mutual love should exist in the neighborhood.

With this spirit and the social workers' guidance, we hope some day in the future, the young people will understand their responsibility and have the leadership ability to manage all the programs themselves.

Future plans for the Vocational program include a greater emphasis upon finding positions ~~in Saigon~~ for those who graduate from the training programs.

Parents meeting will also be organized to encourage their assistance in locating jobs for their children. Discussions will be held among Committee members about job training particularly in light of the job opportunities in the community. Auto-mechanics, for instance, might not be stressed so much should job opportunities not be available. Youths will be encouraged at these meetings to discuss their priorities for training and a search for training programs in specific areas desired by the youth will be carried out by the staff. [4]

[4] See Appendix E.

HUYNH THI THU THUY - SOCIAL WORKER
January, 1970

APPENIDX A

Ban Co Multi-Service Neighborhood Center
Nguyen Thien Thuat Houses
Building J - Apt. 9-10

TO: Director

SUBJECT: Request scholarship be granted to 20 auto-mechanic students who will attend the Viet Bac Private Vocational School, Hong Thap Tu Street.

Dear Sir:

The Vocational Training Committee (of Youth Organization) of the Multi-Service Center plans to send a number of poor teens to attend the auto-mechanic course at Viet Bac Private Vocational School, 190 Hong Thap Tu, Saigon.

According to the School, each course will last four months and have many hours of work training (1-2 hours) per day, for the first three months, and four hours during the last month of practical training. After graduation, the graduates will be able to practice their career easily. School fee of 8,000 $VN must be paid by each student for the whole course. This is one of the Social programs that our Center is carrying out to partially reduce the poverty and illiteracy of the youths in Ban Co Neighborhood Houses. At present, there are 20 youths from 15 years old and above registered for the attendance in the auto-mechanic class. We are meeting significant difficulty financing this Vocational program. We have planned the organization of this Vocational course every two months.

As a result, we are requesting a sum of money be provided by your agency to pay the school fees of 20 students attending the first course, and six courses during 1970 (new courses will start after every two months). To create a mutual spirit among students, our Vocational Training Section suggests that the students who receive scholarships should refund $\frac{1}{4}$ of the amount granted to them when they complete their course and have a job. The refunded sum will be returned to your agency and granted to other students of following courses. Your assistance will greatly encourage us in this social activity and help reduce the illiteracy and unemployment of youths and teens in the near future.

We hope you or your representative stop by our Center when possible and we will present you a number of Social programs that we have carried out to serve the residents of Ban Co.

Sincerely,
Vocational Training Committee Chief

Program Advisor
Huynh thi Thu Thuy - Social Worker
UUSC - Nov. 1969

APPENDIX B

Individual Adjustment and Progress Report
(Summary of Individual Member of Group)

Name: Nguyen Van Manh

Age: 17

Address: Nguyen Thien Thuat Street, Saigon

Student: He dropped out of school for a long period. He has recently completed his auto-mechanic course organized by the CTI at 8 Vinh Vien Street.

Employed: Electrician (electric repairman)

Group: Vocational Counselling Group

Social Worker: Huynh Thi Thu Thuy

I. Description of Individual and Family Background.
(Include: (A) Physical description, extent of formal education, personality traits (B) Significant family data.

Manh is a slim and average tall boy (1,60 m). He has a big scar on his left hand. Manh told me he tattooed his hands and body. And not very long ago, Manh used potassium permanganate and diluted acid to remove the tattoo. He mixed the liquid together and put it on the tattoo, then he wrapped the tattoo with a bandage for a few days.

When Manh took the bandage off, the tattoo disappeared and left a long and big scar on his hand. Manh did this because he does not want other people to have a bad impression about him when they see the tattoo.

Manh displays an ill-manner of talking and laughing; besides he also uses rough words and slangs which make others dislike him. But he proved himself as an experienced and smart boy who can do the right and good deeds. Manh left his family when he was eight years old. He likes to be independent and free from family ties. Manh's father is a contractor working in Dalat and has eight children. Manh is his seventh child.

Manh did not want to live with his family though his father is well-off. At first Manh worked as an assistant driver on the buses which travelled from one province to another. Finally, he decided to settle down in Saigon where he worked for several different big enterprises until he was adopted by a contractor. His foster father sent him to

school again. When he was attending the fourth grade of secondary school his foster father's business went on the decline. Manh dropped out of school to look for a job and worked to help his foster father. Manh learned electricity repair by reading the books on electric theories and observing electricians at work. At beginning, Manh worked at small electric repair shop where he was paid a small salary. Later, he was referred to work with an engineer who owns an electric machine factory on Ngo Tung Chau Street. Manh acquired a valuable knowledge while working with this engineer and also received an income which was adequate for him to help his foster father's family, as he desired. But he never had formal training.

During this same period Manh came to the Center and contacted me to request help in training in auto-mechanic course. After that, Manh came to the Center very often as his house is near Nguyen Thien Thuat Houses. He is one of the five first students who were sent to attend the auto- mechanic course organized by CTI. He was very earnest in his studies.

II. Individual Adjustment to Group.
(Include: Member's response to activity, performance level, relationships with other members, leaders and staff leaders.)

Manh is very hot-tempered and quarrelsome, therefore, even when he went to the personnel office of Central Training Institute to submit records required for the auto-mechanic course attendance, he caused us some troubles. However, it should be admitted that Manh is a righteous person and dares to speak out what he disagrees with. For instance, Manh had said to a lady member at the personnel office that: "You say I do not have to bring nothing else except five photos. But if you ask me to include more papers to my records when I come tomorrow, I will tear up this records right away. I do not care going to school. I get tired of waiting and coming back and to", when this lady asked him to bring his photos.

However, Manh also showed his true gratitude to those who have actually and earnestly helped him. He told me he is ready to do electricity repair for the Center if he is asked by Mr. and Mrs. Tefferteller. He wished he had enough money to organize a small party to invite the individuals who have helped him.

Manh proposed the formation of a group at the Center for exchange of experiences and knowledge between group members. For instance, Manh knows about electricity, he will help other members by explaining to them basic principles in electricity repairs etc. We agreed with his proposal. But, later Manh changed his mind and wanted to form a group which is completely independent from the Center and under no supervision. The group will use the Center as a place of its meeting, therefore, we found it necessary to reject his plan and we explained to him carefully.

Manh is the most intelligent student in the first group of five whom we referred to CTI. He explaines to his friends the theories of lessons or exercises that they could not understand thoroughly.

III. Individual Strength and Abilities.
(Comment on leadership ability, creative skill, educational preferences and occupational goals.)

Manh showed his tendency to be a leader in all fields. But he is hot-tempered, discourteous and arbitrary. Thus he might hurt other people's feelings. In addition to electricity repair, Manh is also capable of repairing radio, recorders, cars and making bookshelves. He told me that he does not like to be specialized in any particular job. He wanted to know everything as he thought it is much better for one in this society.

The excellent modification of some electric appliances has proven his creative skill. He wished he would be adopted by a rich person who can afford his invention and modification work. This is Manh's permanent dream. He is also a lover of learning to broaden his knowledge. He always tries to understand thoroughly whatever he is taught. He is very unhappy if he does not know what others know.

IV. Special Personal Problems
(Health, school, family, employment)

Manh is rather mentally weak (disturbed). Sometimes he cannot sleep and has to use sleeping pills. This is the result of his hard life when he left the family. During that period Manh lived with hooligans and experienced the hardship of life. He confided to me that he once was a thief. He was arrested, tortured and confined in the Cho Quan Mental Hospital because he was thought mentally ill, but he escaped. He joined his friends in smoking opium, fighting and man-handling. He had a life of hooliganism and lived in illegal status.

"I feel very ashamed when I recall my past life" Manh said to me. However, he still keeps his hatred of the society. He hates those rich people who waste money for useless things, those boys who cling to their families and the hippie movement which is strongly influencing the Vietnamese youths. He told me, "If you live with hooligans, you will know how much they detest this society. They revenge life by stealing, fighting and stabbing. Sometimes we need to be barbarian and cruel to educate people."

Manh is very unhappy and has thought much of his real family in Dalat. Three years ago when he went back to his family, he was urged to stay. But Manh refused since he thought that once he left the family to live independently he must have a good career and a comfortable life with sufficient income before he joins his family again. Because of his stubbornness, he was severely hit and badly hurt by his father. Manh stabbed his father at the latter's ribs while defending himself and left again.

Manh returned to see his family on the Tet holiday this year (1970) after his graduation from the auto-mechanic course. His father gave him 20,000 VN$. Manh used this amount with his own savings to buy a

Honda. Previously, Manh's father came to Saigon and found out the place where Manh has been living. He met with Manh and appealed to him to return home. But like many other times Manh's answer was negative. So he became extremely upset. He hit Manh badly, took all his papers and broke his motorbike.

The following day, Manh came to the Center with his heavy and unsteady steps and told me the story. He added that if his father continues hitting him like that he will never return to his family as both of them are hot-tempered. They cannot sit down together and talk for even a few minutes. I convinced Manh that his father's hitting has proven his concern in forcing Manh's return home. So, Manh should think it over. Manh said he could not return to his family with empty hands and he did not know how to make his father understand that he has changed his way of living.. He asked me to tell his father how he lived at the present time. But the next evening Manh came looking very sad and impressed. He showed me a letter from his father whose words were filled with emotion expressing his regret to have hit his son. He said that Manh's adoptive father told him all about Manh's present life. He gave back all papers to Manh and had Manh's motorbike repaired. He felt very sorry and unhappy when Manh continued staying away from the family. Manh is a son whom he loves best and he hopes Manh will have a bright future. Because at the age of four or five, Manh was the most intelligent and smartest of his children. Manh unexpectedly left him, therefore, he could not look after and love Manh and he could not settle his son's future as he would like. He also told Manh that his youngest brother was preparing for the Bac. I examination and he worried about Manh's living conditions. He promised Manh that he will be free and independent in doing whatever he likes if Manh comes back and stays with him at a new house that he recently bought, on Tran Quy Cap Street.

V. <u>Worker's Recommendation for Further Individual Growth and Development Goals.</u>

Manh consulted me what he should do. I urged him to return to his family. First, because Manh needs his family love and care which he has disregarded. Manh also asked me that had I ever imagined a boy like him could cry because of home sickness? I said it is possible because he is just a human, therefore, he should more than ever return to his family. This is a good opportunity, for Manh's dream of becoming an electric specialist comes true. As he can go to school again when he comes back to his parents who can afford his further education. Manh hesitated, he was afraid of facing his family's friends who know about his story. I explained to Manh that he should not feel ashamed or embarrassed. People will forget what they know about him once he has awakened to his deeds and tried to adapt himself to a better life. Manh felt inferior to his young brother in education. I convinced him that no one is better than another. Knowledge and experiences cannot be acquired only from diplomas, but through the people's daily activities and work as well.

The following day, Manh came to the Center and told me that he returned

and was living with his family. How happy I was when hearing the news that I had long expected.

APPENDIX C

Ban Co Multi-Service Neighborhood Center
Building J - Apt. 9-10

To the Parents of _____

We are very happy to inform you that your son (or daughter) is accepted as a student of the Vocational Training Program which is being carried out by the Multi-Service Center with the assistance from a foreign organization, (Central Training Institute).

The training course will commence on Monday morning, December 7, 1969. The students will study 8 hours every day, from 0800 to 1200 in the morning and from 1300 to 1700 in the afternoon. They go to school 6 days a week, except Sunday. The course will be conducted in 12 consecutive weeks. The students must attend the class regularly. A student who is absent from the class for one or two days will be dropped from the roster by the School Directory Board and the Center. After completing the course, the graduate will receive a graduation certificate and they can apply for a job at any other agency.

We also want to inform you that to encourage and help your children in their schooling, our Center has requested the charitable organizations to provide them stationery items, transportation facilities and lunch at the School (the students have only one hour break at noon from 1200 to 1300, therefore they will not have enough time to go home for lunch). They will receive 204 $VN for each day that they go to school to afford their expenses.

We hope that you will be pleased with this program, as it is designed to encourage your children to study hard and not be absent from the class any day throughout the course. As regards to the problem of security and order, we also suggest that you should always remind them to strictly observe the school disciplines so that they will not fail those who have helped them in this vocational training program.

Seen and approved by Parents: _____.

Sincerely,

_____

Enclosed is two copies of this letter.

UUSC
Nov. 1969

APPENDIX D

Ban Co Multi-Service Neighborhood Center
Nguyen Thien Thuat Houses
Building J - Apt. 9-10

PLEDGE

I, the undersigned, _____ ID card # _____

issued in _____ on _____,

residing at _____ is the parent of _____,

born on _____ in _____

I agree to allow my son (or daughter) to attend the training course of ___

_____ which is organized by the Center and will commence

on _____.

I pledge I will encourage my son (or daughter) to work hard and attend class regularly throughout the course.

Saigon, date _____

Parent's signature approved and certified by Phuong Chief:

_____
Phuong Chief

APPENDIX E

TO: Mr. Dean Hancock, Program Director
Vietnam Christian Service

FROM: Youth Vocational Training Committee
Ban Co Multi-Service Neighborhood Center

SUBJECT: On Scholarships that VNCS Has Granted to the Students for the Vocational Training Programs.

Dear Sir,

The Ban Co Youth Vocational Training Committee sends this letter to you in order to thank you for the amount of money (120,000 $VN) which you granted to our Vocational Training Programs on Tuesday, April 28. We are grateful to you and VNCS for helping us to solve our difficulties. We want to let you know that right now we have 40 applications from students for different vocational training courses whom we could not assist without funds. These students have already been waiting for several months. Now with your money we can organize scholarships for them to go and study.

Our Committee plans to invite all the students who have already applied, along with their parents, to come to the Center this Sunday to meet with us and discuss the training courses in which they wish to participate and also about the scholarships that will be given to a number of them according to their need and their capacity. We will consider these points carefully so that the scholarships will be used in a good way. We wish very much, on this opportunity, to have your presence at our meeting. So, if you have free time, we would like to invite you to come to our Center on Sunday 10-5-70 at 4:30 P.M.

In the future, when we send someone to study we will inform you of the school he chooses, as well as the fee and the length of course. We will also let you know regularly the progress of his study until he graduates. We also try to encourage him to pay back one fourth of the scholarship he received to the Center after he gets a job in order to help others to go and study. This teaches him the spirit of responsibility and of helping others.

Sincerely,
Yours.

Huynh Thi Thu Thuy, Advisor of the Committee

Dam Quang Phong, Chairman of the Committee

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report G

YOUTH ACTION FOR EDUCATION

by

Nguyen Thi Viet Hang

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters, 78 Beacon St., Boston, Mass. 02108

YOUTH ACTION FOR EDUCATION

Development of the Program

After the Youth Executive Committee was selected, all the members agreed that small groups should be formed in order to take charge of the various social programs of the Committee. Four small groups called sub-committees were then created. There was Sub-Committee for Education, Sub-Committee for Social Actions, Sub-Committee for Vocational Education and Sub-Committee for Entertainment. As in the case of all of the Committees, the Sub-Committee for Education elected its officers: a Chairman, a Vice-Chairman, a Treasurer, a Secretary and an Assistant for Projects. Together with their staff, the officers then planned a program of activities.

However, in order to have an effective program, we needed many more members. Thus, it was suggested that we should sponsor a picnic to provide a happy occasion to recruit more members and for the youth to get acquainted with each other. During the picnic a meeting was organized and the Chairman of each Sub-Committee presented to the entire youth group the intention of each Committee.

It was said at the picnic that the purpose of the Sub-Committee for Education was to provide youth with further opportunities to improve their knowledge.

Youth were asked to join the Sub-Committee for Education if they were interested in this as a social service. However, the youth were told they did not have to restrict themselves to this Committee alone; they could if they wanted join all four Sub-Committees.

It was also explained that the organizers could also be the beneficiaries of the program. For instance, if the Committee decided to open a reading room, anyone could benefit from this program, including the committee members.

Altogether, fourteen youth joined the Sub-Committee for Education. Once the members were recruited, I suggested that these youth share the work with the previously elected Chairman and Vice-Chairman; hence, a treasurer, a secretary, and an assistant for projects were elected. It was also agreed that a meeting be called for the following week in order to discuss a program of activities.

A meeting was then called, planned by the Chairman, the staff advisors and the supervisor. During the meeting the members suggested two projects; one was for a language class and one for a reading room. These programs were suggested to provide those who(because of their family situation) had to leave school and needed the facilities to broaden their education.

Other problems related to a language class such as the recruitment of teachers, books, class schedules, students' age, and fees were discussed.

Finally, the Committee agreed that:

1. American teachers will be asked to teach the class.

2. The text book English for Today will be used.

3. A symbolic fee of 50 $VN will be charged for each month. This fee will help assure that the students were truly interested in learning a language. The money could be used to buy supplies for the class and would also help the Sub-Committee for Social Action in support of service projects.

To make sure that everyone held a serious view of the English class, the Committee agreed that some criteria must be set to select applicants. These criteria were discussed in our second meeting, together with application forms, permission for absence, receipt forms, etc. The criteria are as follows:

1. Applicants age 13 through 17 will be accepted if they have had some English.

2. Applicant age 18 and up will be accepted if they feel that English is necessary to their vocational ambitions.

3. The total number of students will be thirty (30).

The class schedule will be similar to that of the Vietnamese American Association School:

- The class will be held three times a week on Mondays, Wednesdays and Fridays, from 7:30 P.M. to 9:00 P.M. On Fridays, there will only be one hour of language class, half an hour will be reserved for group activities.

- There will be one principal teacher for Monday and Wednesday classes. On Fridays, there might be several teachers to help various small groups in the class review the lessons and practice general conversations. There will be a final examination at the end of each course.

- A student with more than 8 hours of absence will not be allowed to take the final examination.

- Students must have permission to be absent from class. (Permission slips could be obtained at the Center.)

- A student must also show an admission slip to re-enter the class after an absence.

- The monthly fee must be paid at the beginning of each month.

The above regulations have been accepted by all the members of the Education Committee in a democratic spirit.

Most of the work has been guided by the English Class Representative. She is the oldest student in class and was chosen by her classmates to be their representative. She also supervised the other students in arranging the room before the class and rearranging it after each class. She was to remind the students to do their work and to be quiet while the teacher is teaching. She also kept the attendance sheet for the teacher. However, is she were too busy, she could ask her deputy to help her. The deputy has the duty of collecting the monthly fees.

Beside the English class, our Committee is planning to open a reading room soon. This reading room will be located at the Center and was planned to help the residents in general and the youth in particular to have a facility to instruct themselves.

The meeting to plan the reading-room was attended not only by the Committee members but also by other youth in the neihgborhood. It was decided at the end of the meeting that the Committee would now be divided into two groups, one to take care of the technical work such as building book cases and one group to contact various organizations in the city to secure books and magazines. The group planned to build the book-cases themselves, if the Center could supply them with the material.

As for the books and periodicals, the Chairman, the Assistant, the Treasurer and myself have contacted a number of publishers, newspaper and magazine editors. After learning of our project, some publishers and editors have donated some books. They also explained to us the procedure for asking for donations from other Companies.

The Advisor works in a democratic way. She never votes but only contributes her ideas and suggestions. The Advisor either gives her suggestions during the meeting or while planning the agenda with the Chairman and Vice-Chairman.

When there is a special assignment for a member, all the members have the right to nominate their candidates, then one of the nominees will be selected to fill the position.

The Education Committee has also participated in other service projects at the Center and in the community. Our members helped the Sub-Committee for Social Action when this group started the Rehabilitation Service for Handicapped Children. We also participated in the Neighborhood Sanitation Campaign organized by City Departments of Health and Sanitation.

Evaluation of the Program

During the past few months, since the establishment of the Youth Education Program, the youth have had many opportunities to meet with each other and to familiarize themselves with group activities. They have also learned a great deal about leadership and group planning. However, problems have arisen.

The first difficulty that the Sub-Committee for Education found in establish-

ing the English class was dealing with the volunteer teachers. Quite often the teachers were unable to come on their regular nights, so other teachers would substitute for them. Also sometimes Americans on the staff had to teach the class when the teachers did not show up.

Because they had so many different teachers the students complained that they felt confused by listening to various pronunciations. They did not know which one they should follow and so did not memorize new words given to them.

I explained to them that all the teachers were busy with their own work, so they could not teach regularly. Besides, they were volunteers, teaching without pay, and the students should not be too disappointed.

Moreover, the changing of teachers is not as bad as they thought. On the contrary, it helps the students to make aquaintance with various pronunciations spoken by different people.

Another problem which needs to be solved in carrying out the reading room was most key members are always busy with their work and their families, so they could not contact the publishers to ask for books, and I had to solve this problem by going myself to publishing houses.

In evaluating the Sub-Committee itself, it is unfortunate, that those who had some sense of responsibility were too busy either at home or at work and could not complete their work with the Committee. The Committee's Assistant for Projects was also a very zealous person. Besides, our Treasurer was active, he had many interesting ideas and was always concerned with the youth problem. However, some of his ideas were too ideal and not practical. Therefore, recently he and a group of friends wanted to start a youth group to work in social service, but completely independent from the Center's sponsorship. However, they wanted to ask the Center for material help and suggestions. They did not want the Center to make any decisions concerning their program.

We found that their extreme enthusiasm and their desire for independence could lead to undesirable results, if not properly guided. It was also felt that if the youth wanted to render social services, they could join the Social Action Sub-Committee. For these reasons, Mr. Bien, the Program Advisor, explained to them the pros and cons of working independently from the Center and independent from the advice and counsel of the social workers who have much more experience than the youth.

Finally, the "independent" group have agreed to join the Social Action Sub-Committee, and Mr. T. our Education Committee Treasurer seemed to understand the difference between the role of the volunteer and the social worker.

In summary, the Sub-Committee for Education has had a few members who were very conscientious. They have always fulfilled their work. They were the ones who realized the program and benefited from it at the same time. Therefore they did not feel they were being taken advantage of or that

they were sacrificing themselves for the others.

However, the attendance at meetings has been rather poor; thus, it has been hard to evaluate the program or to plan any new programs. Some of our members were too busy with their own work, some other lived too far from the Center and found it hard to attend meetings after the first few meetings. Even the Chairman of our Committee, because of family problems, had to be absent for a rather long period of time. Then when she came back, she had a disagreement with another member, and a misunderstanding with the Advisor for the Entertainment Sub-Committee, and wanted to resign.

Concerning the disagreement between the Chairman and the other member, I had to explain that it was as much her fault as well as the other member's fault, also they both were rather loud in the middle of a Du Ca meeting.

Another problem with the Education group was their extreme dependence on the staff. The youth felt that if they neglected something then the staff would see that it would be done. Therefore, they were not always very conscientious with the work.

There were also those who did not understand that a volunteer must give more than take. Therefore, despite the fact that they volunteered themselves in the Committee, they still withdrew because they did not have all the requirements to benefit from the English Program.

Of course, I had pointed out to them that it was they themselves who set up the criteria. They must not go aginst them.

From the problems with the Education Sub-Committee, I concluded that social workers in general, and advisors to the Education group in particular, must have patience, be good listeners and pay special attention to all the details in order to explain misunderstandings, prevent radical ideas and prevent people from abusing the spirit of democracy.

The spirit of democracy could be used as the basic principle for the Committee meetings. By this, we mean that members have the right to suggest a program, but the advisor must see that the program is practical and realizable by the Center. Once the program suggested appeared to be a practical program, the advisor must meet first with the Chairman and the Vice-Chairman in order to plan the program carefully then, a meeting is called for every member to vote.

The Advisor works closely with the Chairman in order to plan a framework for the program. The details of the program will be suggested by the assembly of the entire members.

The planning meeting is helpful to the youth leaders because by working with the advisors, they learn their role as leaders, working in a group. The advisor helps the leaders by contributing his ideas for planning, but he never forces his own decision on the group.

However, the advisor should work with the leaders so they will not feel that they are overburdened by the project and are responsible for everything.

For instance, I accompanied them to see publishers to ask for book donations, but let them do all the talking. I only clarified their ideas if they did not express themselves clearly.

One of my roles working as an advisor in the past few months was to be the referee in case of misunderstanding or disagreement.

In general, the role of a social worker working with a group is to be as close to the members as possible in order to understand them and to help them develop their talents, to train them in their role of leaders, to guide them and share with them their difficulties.

I also served as the confidente for personal or family problems. I must give advice and counsel in order for the youth to gain back the self confidence they have lost. The youth sometimes have problems, they would come to me as a sister. In order to help them I must keep these problems confidential; if I myself need to consult anyone, I must do it discreetly.

See Appendix illustrations.

NGUYEN THI VIET HANG - SOCIAL WORKER
January, 1970

APPENDIX A

Multi-Service Neighborhood Center
Ban Co Houses
Building J - Apt. 9-10

REGULATIONS AND DISCIPLINES

REGULATIONS:

1. Students must arrive at the classes on time.

2. The number of absence hours should not exceed $\frac{1}{4}$ of the class hours during the entire course.

3. Absentees must have the permission of the Center or a letter from their parents asking for their absence and giving reasons, (if the absentee is under 14 years old).

4. Students must be neatly dressed (Boys: Shirt must be put inside trousers. Girls: Wear Vietnamese Ao Dai or Western dress) and can not leave or change places during class hours without the permission of the instructor.

5. Present class admission paper to the Instructor.

6. School fee is paid monthly at the beginning of each month.

DISCIPLINES:

1. Students who violate articles 1-3-4-5 above will not be allowed to enter the class and their parents will be notified.

2. Students who violate article 2 will not be allowed to sit for Graduation or higher class tests.

Youth Operation Board of the
Ban Co Multi-Service Neighborhood Center, Saigon

APPENDIX B

A few words from the Chairman of the
Sub-Committee for Education at the
Certificate Award Ceremony
Tuesday, January 27, 1970

Distinguished Guests ---

Parents ---

Teachers and Center Staff ---

On behalf of the Sub-Committee for Education, I would like to express my most sincere thanks for your presence at tonight's ceremony.

About six months ago, our Committee met with the Center staff. We wanted to do something useful for the youth.

Because this Committee was supposed to be promoting education, we tried to put forth any good thoughts and talents we might have in order to abtain today's result.

Naturally, it was not an easy task. For instance, we had some difficulties finding teachers, we did not have the full support of all our neighbors, be it just advice from them. Your presence at today's ceremony tells us your concern with our education program.

In the future, we hope to start a Parents' Association, so you, the parents, may lend us your cooperation to give the education program its full meaning.

We take this opportunity to express our most sincere appreciation to the teachers who have given so generously of their time helping our youth learn a foreign language. We do hope our relationship will be long lasting.

Once again, we would like to thank all of you for being here tonight and we are hoping each of you will help us improve our program.

Thank you.

APPENDIX C

A speech of a Student Representative
at the Certificate Award Night
January 27, 1970

Distinguished Guests ---

Teachers and Center Staff ---

As a student of the English I Class, I must admit that this English Class was a great and useful program for all of us. We have learned a great deal these past three months, thanks to the devotion of our teacher.

Frankly, when I first heard of a free program, I thought it would not have any value and I doubted the generosity of the Center and the Education Sub-Committee.

However, after studying for a period of time, we all found that the program was very seriously organized and today the result is concrete proof.

The Certificate we are about to receive is a real praise for us from you. We believe we will merit your praise again in the next course.

We hope the parents and the members of the Administration Council will support this program so it will last, not only for ourselves, but, also, for those who come after us.

Before closing, on behalf of the English I Students, I would like to thank all our teachers and members of the Education Sub-Committee who have been so dedicated to this program.

Thank you.

APPENDIX D

Speech of a Parent Representative at the Certificate Award Ceremony at the Multi-Service Neighborhood Center
Tuesday, January 27, 1970

Parents and Guests ---

I am very honored to be named parent representative for the First Certificate Award Ceremony at the Multi-Service Center.

Before giving my impressions of the program, I would like to express my greetings to all of you.

The teaching of a foreign language at primary level, then to progress to a more advanced level has always been one of our wishes.

This class gave our children an opportunity to make use of their free time, to learn to plan their schedules, to have discipline at school, as at home, all of these are good and habit-forming for our children.

Our children also learned to cooperate, to work in the spirit of brotherhood which they will need later in life as an adult.

Many competitive sport activities and meetings have been organized in the neighborhood, bringing something new to our simple life.

We appreciate and admire the Multi-Service Center, particularly the Sub-Committee and the volunteer teachers who gave our children time from their busy and demanding schedule and time away from their families.

Today's results brought joy to all of us.

Before closing, we would like to once more thank all of you and wish you success in your work.

Thank you.

APPENDIX E

Youth Action for Education

After a month of establishment the English Class was becoming a familiar sight to students and the neighborhood residents who frequented the Center and sometimes peeped in to see what was going on in the class.

The students were organized into five small groups in the second week and in turn responsible for the arrangement of desks and chairs for the class sessions. But after that the students agreed that desks were not necessarily needed and the younger members sat in front of the old members.

The groups elected group leaders to maintain class order, encourage the studies of their group members and represent them in raising questions. The class also had a representative and an assistant representative. The atmosphere during the election of the class representatives was very exciting as students did not know each other quite well. Finally the students agreed to elect Miss Hoa, one of the older students, as their representative. Tu, the Secretary of the Education Committee, was also elected assistant representative.

In the following week the class was informed by Hen that Miss Hoa's father was seriously sick. Hen is Miss Hoa's cousin. The whole class agreed to take out a sum from the Education Committee's fund to buy oranges for Miss Hoa's father when a committee would visit him. I accompanied the group leaders in the visit to Miss Hoa's father who was receiving treatment at Phuoc Thien Hospital. We met Miss Hoa and her sister at the hospital too. Miss Hoa told us her father was stricken by lung cancer and lost his mind. He could not eat anything and was given innoculations of serum to prolong his last days. Thanh, the Chairman of the Education Committee expressed the concern of the whole class to her difficult situation.

The following day Thanh related the visit to the class and called upon the monetary contribution to be made in the event that Miss Hoa's father could not escape the death. Some students ardently proposed the contribution of 50 $VN by each individual to give flowers or gift of money to Miss Hoa's family. But some other students proposed that each student contribute as much as he could. This proposal was agreed by the whole class and the assistant representative was assigned to collect money.

The amount collected was 460 $VN. Miss Hoa came back to the class in mid-week and told me her father felt a little better but still there was no hope. The next day Miss Hen came and informed that Miss Hoa's father had passed away. I reminded Tu to tell the students the news and they discussed and planned the offer of ritual objects and attending the funeral.*

Tu, Liem and Phong volunteered to represent the class to offer the ritual objects and money and attend the funeral. The amount of 460 $VN increased

to 1,000 $VN due to the contribution from the Education Committee's fund. Ngoc, the assistant for project also accompanied the students to the funeral. At the cemetery, Hen on behalf of Miss Hoa, expressed the gratitude to the students and said that Miss Hoa was very much impressed by their concern for her sorrow.

* Ritual objects include incense sticks contained in red paper bags, candles and wreaths of bead or real flowers which have a purple colored band tied across on top with the words expressing condolence to the bereaved family for example "Respectful Condolence" or "For ever parting". Or they can be pieces of black or yellow cloth about three meters long and fifty centimeters wide decorated with glassine paper words which also express the condolence. These scrolls and bead wreaths are carried with the deceased to his last resting place and brought back home after that to hang around the altar. Based upon the number of wreaths and scrolls people can guess whether the dead person is rich or poor.

These are ritual objects offered by the Buddhists in funerals. On the anniversary of death they also light incense sticks, serve and offer food and fruit on the altar of the dead. The Catholics also use ritual objects but are simple. They only offer wreaths and white candles in funerals and on the anniversary of death they light up candles on the altar and pray.

More practically, money can be offered instead of ritual objects because at that moment the bereaved family has to afford expenses for the funeral, digging of grave and building of tomb.

APPENDIX F

Youth Action for Education

It is specified by the Education Committee, the number of students admitted into the English Class was 30. But since the very first and subsequent evenings only from 22 to 25 students attended the class. Fifteen of them came to the class regularly. Approximately 7 or 8 students dropped out from the class as some were busy in the evening and some said that they dropped out of the class because they were not taught grammar which is very important. In another case the students were unable to understand the lessons, for instance the case of Bien. Actually, only those from 13 to 17 years old who know a little English are accepted in accord with the prescribed criteria. Bien had not learned English before, but she was accepted because she had made significant contribution in the sewing class as a youth volunteer. This was considered as a merit reward to her. However, Bien dropped out from the class after two evenings. Perhaps she felt that she could not follow the teacher's explanation easily like her classmates, most of whom were attending public or private secondary schools. I explained to Bien that this class was a basic class designed for the individuals of all levels of education.

Beside this, Thanh, the Chairman of the Education Committee resigned because of a quarrel with Dung who is the leader of a Du Ca Singing Group and also a student of this English class. The quarrel between these two members happened in a meeting of Du Ca Group and I was not there then. I was told by Mr. Van, the advisor to Du Ca Committee that both Thanh and Dung quarrelled so fiercely in the presence of other members in Du Ca Group that he had to shout as to stop them.

Thanh who has a tendency to be gossipy, tried to use authority over Dung, as Thanh is Chairman of the Education Committee and Dung is a student.

On Dung's part, she displayed discourteous manners in a group of members. Additionally she was not neatly dressed. Thanh had criticized her for this.

After the quarrel Thanh did not come to the Center, neither did she attend the class. I went to her home to see her and I was told by her mother that she was helping her sister who just had a baby. I did not meet Thanh until two weeks after that. I asked her about the quarrel. She told me she did not resent Dung. She did not return to the Center because Mr. Van said to them that "This is not a place (the Center) for you to have a quarrel and make noise".*

I explained to her that Mr. Van had to say this to make them leave the Center and temporarily solve the problem because both of them were unable to control their temper that moment. The Center is a place where everybody may attend. Mr. Van did not mean to prevent her from attending. I told Thanh that she and Dung had a very high personal pride and did not

show nice manners and words. Dung is stubborn but she will be obedient if an older member counselled her. I also pointed out Thanh's mistakes and advised her not to criticize Dung in front of other members. Thanh should only observe and tell me, then I will talk with Dung individually.

At that very moment Mr. Van also came to the home and I told him about Thanh's complaint about him. I also noted that Thanh seemed no longer upset. Thanh came to the Center in the following evening and participated in the weekly meeting of the English class to discuss the picnic program for December 21. Thanh accepted the request to sing at this picnic and volunteered to hand out the invitations to other members of the Education Committee.

* An additional detail of the quarrel between Thanh and Dung concerned their beauty. Thanh is a nicely dressed and pretty girl. Dung, though she uses make-up, it does not help her look better. Due to this fact Thanh felt some what proud of her beauty and superior to Dung. Meantime, Dung thought that Thanh did not have right to criticize and use authority over her.

Thanh got upset with Mr. Van because she felt hurt by the reprimand of Mr. Van in front of other members; and as Mr. Van is not much older than she. As a result, this led to the resignation of Thanh so that she could avoid meeting other members at the Center again.

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report H

YOUTH COMMITTEE FOR SOCIAL ACTION AND SERVICE

by

Le Ngoc Su

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam

International Headquarters, 78 Beacon St., Boston, Mass. 02108

YOUTH COMMITTEE FOR SOCIAL ACTION AND SERVICE

This report on the activities within the programs of the Committee for Social Action consists of the seven following points:

1. Initial activities of the Committee.
2. Organization system of the Committee.
3. Experiences and difficulties encountered and the methods of solving.
4. Formation and progress of the Committee.
5. Strong and weak points of the Committee.
6. The role of the social worker in the Committee.
7. Future efforts

I. INITIAL ACTIVITIES OF THE COMMITTEE

On August 31, 1969 the Center invited the neighborhood youths to attend a meeting to appoint a temporary representative committee. This committee then did not have any program except the organization of a picnic in Long Thanh on September 14, 1969.

On September 22, 1969 the neighborhood youths were invited to attend another meeting to elect an executive committee which consisted of the following members:

Chairman	- Lam Quoc Bao
Vice-Chairman for External Affairs	- Pham Duc Vuong
Vice-Chairman for Internal Affairs	- Nguyen Thi Thanh
Secretary	- Phung Duy Hung
Treasurer	- Huynh Thi Van

Four sub-committees were formed, each has a Chairman and Vice-Chairman.

Education Committee:	Chairman	- Le Thi Dung
	Vice-Chairman	- Nguyen Thi Nhan
Committee for Social Action:	Chairman	- Tran Van Hung (Bldg. E)
	Vice-Chairman	- Nguyen Thanh Tan
Entertainment Committee:	Chairman	- Tran Van Hung (Bldg. K)
	Vice-Chairman	- Phan Thi Bach Tuyet
Vocational Committee:	Chairman	- Dam Quang Phong
	Vice-Chairman	- Hong Quoc Thang

Each Sub-Committee is assisted by a social worker who serves as program advisor. As advisor to the Committee for Social Action, I am going to report about this Sub-Committee.

The officers of the Executive Committee and four committees were elected by direct voting at the September 22 meeting. But these Committees, after the formation, had only a chairman, vice-chairman and advisors, and thus could not carry out any program. However, realizing that members were needed to play a very important role in the Committees, particularly the Committee for Social Action, the Advisory Board and the Executive Committee decided and planned the organization of a picnic near Lo O Brook in Bien Hoa on October 5, 1969 to recruit more members for this Committee. We were interested in inviting the willing youths to participate in this picnic.

At this picnic Hung and Tam, the Chairman and Vice-Chairman of the Committee for Social Action presented the policy and purpose of the Committee's projects and appealed to the youths to join the Committee for Social Action. Responding to the appeal, 15 youths joined the Committee.

That is the initial activity of the Committee for Social Action.

The following is the organizational system of the Committee for Social Action:

II. ORGANIZATION OF THE COMMITTEE FOR SOCIAL ACTION

The members of this Committee include a Chairman, a Vice-Chairman who were elected jointly with the Executive Committee, an Assistant for projects, a Treasurer who were elected by the members of the Committee in the picnic at Lo O Brook on October 5, 1969.

The Social Action Committee now has:

Tran Van Hung	Chairman
Nguyen Thanh Tan	Vice-Chairman
Ho Van Nen	Assistant for projects
Nguyen Hung	Secretary
Nguyen Thi Bich Hai	Treasurer

I will explain why the Committee needs these officers and their respective functions.

The necessity of these members:

These five officers are the key members of this Committee who will work more effectively for the Committee's programs and help carry out its activities smoothly.

The function of individual members:

The Committee Chairman directly manages the programs, supervises other

members, serves as chairman at the meetings of the Committee and calls meetings under the guidance and support of the social work advisor.

The Vice-Chairman assists the Chairman and on behalf of the latter can call meetings when he is absent.

The Assistant in charge of projects is considered as a second Vice-Chairman and assists the Chairman.

The Secretary is responsible for the maintenance of records and minutes of the Committee meetings.

The Treasurer receives and gives out money for the Committee.

III. EXPERIENCES AND DIFFICULTIES

A. Experiences

After several months working with the Social Action Committee I realize that our success is due much to the democratic working policy. Every member is free to raise his opinions at the meetings. The Committee Chairman acts in the capacity of a chairman at the meetings with my assistance to present a program plainly or solve a problem.

Being an advisor I do not vote for any program at the Committee meetings. I only point out the good or bad points to help the members decide their voting as they propose the programs and will carry them out. If I vote they may take my side because of their sympathy for me. I noted that the members are dedicated to the programs they selected and work more actively and effectively. The repair of vehicles for the neighborhood residents, the construction of the volleyball and badminton ground and the playground as well as the support of the health and sanitation program is the most concrete evidence.

B. Difficulties

- Problem of recruiting members.
- Leadership training.
- The factionalism of members to form new separate groups.

Problem of recruiting members:

It must be admitted that the Committee for Social Action in contrast to the other Committees has various general and complicated programs which are primarily intended to render service to the local residents rather than to benefit the members of the Committee. Their projects often require a lot of energy and physical work. Therefore, the number of participants and members of this Committee is very small as compared with other Committees and they drop out after a short period participating in the Committee's programs. We had to find additional members and volunteers to carry out new projects. It is not easy to recruit new members and volunteers, thus most of the programs were assumed by the present members of the Committee in the beginning steps and gradually

transferred to the Center's staff; the program to help the Ban Co Elementary School pupils can be considered as an example.

Leadership training:

As it was said above, the programs were proposed and voted by the members at the meetings directed and chaired by the Committee Chairman who was usually helped by the advisor. Hung, the Chairman is very timid. He felt nervous and spoke very softly at the meetings. I had to repeat what he said. This gave other members an impression that I was the Chairman and managed the meetings, though I only assisted the Chairman. It may be due to this, Hung could hardly maintain his prestige as a Chairman. Moreover, Hung is very young and only a high school student. The other members could not look up to him. Some of them are much older and university students. They did not actively participate in the Committee because of their feelings of being better, even though they were more or less interested in its programs. They could also have thought they were older and had a better education than the Chairman so, why should they be under Hung's direction?

I had to meet Hung individually and spend a great deal of time to help him understand the concept of leadership and arouse his interest in learning leadership experiences. According to my opinion, leadership is a technique that requires creativity, subtleness and initiative. The success of a program depends largely upon the leadership of the Committee Chairman.

Factionalism within the Committee to form another separate group:

At the end of December some members of the Committee asked to form another separate group within the present youth organization. They planned to ask for the use of the facilities and spaces at the Center for their meetings and activities. Mr. Bien and myself explained to them the principles for youth organization. The Center's philosophy and objectives as well as the relationship of the Social Action Group to the Center. They gave up their opinion and remained in the Committee. But these members still proposed to organize an entertainment committee which would be handled by them alone and they volunteered to appeal to the youth to participate in the Social Action Committee. This entertainment proposal was disapproved. Thus, we had solved a problem through democratic process and the formation of a separate group failed.

IV. FORMATION AND PROGRESS MADE BY THE COMMITTEE

A. Formation of the Committee for Social Action

As it was said, the Committee Chairman and Vice-Chairman were elected jointly with the Executive Committee. The members were recruited at the picnics and contacts at their home or at the meetings at the Center. The Assistant for project, Secretary and Treasurer were elected by the Committee members.

Progress made by the Committee:

The Committee was formed at a picnic near the Lo O Brook on October 10, 1969. After this picnic, on the way back to the Center our bus hit a refreshment stall of a resident. This bus was temporarily assigned from USAID. Though USAID agreed to make an appropriate compensation for the owner, our Committee decided to repair this stall.

The Committee for Social Action was also implementing short and long range projects. For instance, the Committee rendered support to the Health and Sanitation programs which were administered by the Prefecture Health Service and District III Sanitation Service and the Pre-Natal and Well-Baby Clinic at the Center by distributing flyers, sticking posters about public health and sanitation and explained to the residents about the problems concerning health and sanitation. It was assisted by the Prefecture Public Health Department immunization campaign organized in December 1969.

The Committee planned to open a physical fittness room to encourage a healthy movement and a recreation program for the neighborhood youth. However, we had to give up our plan as we failed to obtain sports equipment. We then directed our attempt to the development of other sport games like volleyball, badminton and table tennis, etc. With the cooperation of the Phuong Chief we constructed a volleyball and badminton court. To encourage the healthy movement we set up a badminton tournament within one week from January 6, 1970 to 11 January 1970. Two boys and one girl won the prizes in a very exciting and enjoyable competition.

Additionally the Committee participated in the clearing and construction of the playground in front of Building J.

On January 6, 1970 the Committee actively took part in the relief activities to help fire victims by clearing the burned wood, bricks and tiles of a burned-out home in the neighborhood.

The Social Action Committee was undertaking two special programs:

1. A program designed to help the socially handicapped children of Ban Co Elementary School at the request of the School Principal in a visit of the Multi-Service Center's staff to this School. This program was first assigned to Mrs. Do Ngoc Dung, a social work student, and transferred to me from December 20, 1969. I brought forward this program for discussion at a meeting of the Committee. Two members volunteered to work with me in this program. In the beginning, we visited these children at their school. Then we went to see them at home and contacted their parents to find out the causes of their handicaps and learning difficulties. We observed that most of them are slow learners and present behavior problems. Our tutoring program aimed to help the children advance in their studies, and review the lessons given by their school, teaching them general rules of sanitation and hygiene and the politeness and providing them recreation at a new place and in a new comfortable atmosphere.[1]

[1] See Appendix A,B,C,D.

Therefore, we invited the children to the Center where they will attend the supplementary class six hours a week. This program has been progressing smoothly.

2. Previously the Center's staff has helped the polio-sticken children to receive therapy treatment at the Rehabilitation Institute. The children were taught by the Institute specialists how to exercise and the movements to gain the strength of muscles. The specialists also advised the parents to exercise their children at home. As the exercises require much patience and efforts and the parents failed to help their children exercise at home, we planned to assist, encourage and arouse the interest of the parents in the therapeutical treatment of their own children by themselves. At the present time, each member volunteered to exercise one child under the guidance of an American specialist. The volunteers came to the children's home once every week to help them exercise the movements that they were taught by the American therapist. This program was assigned to me and later re-assigned to Miss Hien and Miss Nen.

V. STRONG AND WEAK POINTS OF THE COMMITTEE

1. Weak points: Because of the hard work and the fact that they did not receive any direct benefits from the Committee programs some members gradually left the Committee. However, we still had the key officers; the Chairman, Vice-Chairman and other members who remained to work closely with us in this program. Due to this fact the advisor had to shoulder most parts of the program.

2. Good points: Our Committee was successful in the accomplishment of several programs though not great but useful and practical to the neighborhood residents.

VI. THE ROLE OF THE ADVISOR IN THE COMMITTEE

The Center's staff member serves in the capacity of an advisor to the Committee. He helps, guides and encourages the Chairman, Vice-Chairman and other members to work efficiently. He must be able to see the needs of local residents and formulate programs to meet their needs suitably. This is the general role of an advisor in the Committee. In my case, as the Committee Chairman and Vice-Chairman are very young, I had to train them in addition to the encouragement and assistance rendered to the whole Committee.

Besides, I should admit that we first had to create and carry a major responsibility for the programs, not the Committee members. Though this conflicted with the policy of the youth organization, we did not have any other choice after we had tried to encourage them to undertake and jointly share the responsibilities for the program with us. But because they are young they needed a great deal of help.

The worker had to play his advisory and leadership role flexibly and subtly while working with the Committee members who would perform their work unwillingly if the worker himself did not begin first. Therefore, the worker must work with them, sometimes set good example and always

begin first. This is my personal experience learned from the project of constructing the volleyball court. I gave the members assignments but they did not perform their assignments until I began mine.

VII. FUTURE PLANS OF THE COMMITTEE FOR SOCIAL ACTION

The Committee has been planning the extensive development of its current programs and the other programs which are recently assigned by the Youth Council:

- Promote the sports and healthy movement for the youth.
- Social action program.
- Program to help the socially handicapped pupils of Ban Co Elementary School.
- Recreation and Education Program for Children.

A. Sports Movement for the Youth

We are striving to extensively improve our sports program which now includes volleyball, ping-pong and badminton. We are also working on a basketball program. In addition, a swimming course will be organized if possible and we may include athletic games and gymnastics in our present sports program.

The organization of volleyball, ping-pong, badminton and basketball teams are planned to compete in the tournaments which will be set up monthly or quarterly. In support of the sports program we will form a Sponsor Committee whose members will consist of local prominent officials interested in sports activities to sponsor the program. Furthermore, we will try to involve these sports teams in social work.

B. Social Work

If we have adequate members and facilities to meet the immediate needs in the neighborhood we will organize community work projects. For instance, collecting or clearing of garbage to insure the community sanitation and the project participants will be provided meals for lunch.

C. The Program for the Pupils of Ban Co Elementary School

This program is still going on, we plan to complete it at this summer vacation. We will meet the School Principal and officials after the summer vacation to discuss what we can do to help these children in the next school year. Before the completion of the tutoring program we plan to organize a special group activity for the children and invite their parents, the School Principal and officials to attend so that they can have an idea of what we have done to help these children. This group activity may be a picnic at the Zoo or a meeting at the Center followed by a tea party.

After this program we may have a similar program for the pupils of Phan Dinh Phung Elementary School or another School in the neighborhood if needed.

D. Recreation and Education Program for Children

There are numerous children not attending school in the neighborhood. They gather into small groups of five to seven to play, gamble and disturb other people. We would like to gather them together and organize them into groups of the same age and teach them youthful songs, games and educate them to be good children.

LE NGOC SU - SOCIAL WORKER
February, 1970

APPENDIX A

Home Visiting Instructions to Volunteers

1. You should remember that the first home visit must be always made in an informal atmosphere. That is during the home visit, a social worker has to make the family whom he contacts feel at ease and give them opportunities to ask questions. The family whom you are visiting will be very annoyed if they receive profuse questions concerning their private life.

2. You should not declare any big program or make promises hastily, because we will lose the people's confidence by such empty promises. However, we must always continue assuring the families that we desire them to take part in or contribute constructive views to the helpful activities and programs designed for their children.

3. You should not make the parents feel as if their children are so dumb that we come to help them. But you explain to the parents that this is a program which is intended to improve the education of their children.

4. If you are planning to visit the pupils of elementary schools, you should know that they are slow learners, show poor concentration and are the pupils who have the lowest scores in the class. The purpose that we are following and must achieve is to encourage them to become obedient and studious pupils.

5. You must note what you hear, see and your observations during the visits to the individual pupil and his parents at home, or his teacher at school. These details are very essential for us in determining a program for these pupils. A general study meeting will be organized immediately after three home visits are made.

December 31, 1969
U.U.S.C., Saigon

APPENDIX B

Certificate

To whom it may concern:

Mr. (Mrs. or Miss) _____, age _____

I.D. card # _____, issued in _____

on _____, residing at _____

Saigon, is a member of the Sub-Committee for Social Action of our Agency. He (or she) has efficiently and actively worked for the program specially designed to serve the youth.

This certificate is issued to the individual concerned for appropriate use. We very much appreciate the facility given by the Government or private agencies to help him or her during her performance.

Saigon, date _____

Tran Nhu Bien
Supervisor

Ralph B. Tefferteller
Director, UUSC

APPENDIX C

Multi-Service Neighborhood Center
Nguyen Thien Thuat Houses
Building J, Apt. 9-10

To Students' Parents.

Through the introduction of the Ban Co Community Elementary School we will provide assistance and guidance in the morale and intellectual education as well as physical training of your children.

We will prepare supplementary education programs along with the programs that they are studying, organize group activities and healthy entertainments, etc. to help them grow spiritually and physically.

However, the success of these programs will depend largely upon your assistance and contribution. Taking the opportunity of the New Year days to start our assistance program, we are going to organize a trip and group activity for your children at the Zoo on Sunday, February 22, 1970, so that they may have a chance to take part in healthy entertainments, group activities and become more acquainted with us.

After that, we will open supplementary classes at the Center for them to attend at their convenience.

We need your close cooperation in the education of your children.

Sincerely,

Saigon, 16 February 1970
Multi-Service Center.

APPENDIX D

Permission of the Parents

I, (name) Mr. or Mrs. _____,

the parents of _____,

address _____,

Agree to allow my son or daughter to participate in the activity organized by the Center on February 22, 1970 at the Zoo, Saigon.

_____
Signature

Note: If you allow the participation of your son or daughter, please sign this form and return it to us. Thank you.

Details concerning this trip:

Departure time - 0800 Sunday morning, 22 February 1970.

Assembly place - At the gate of Ban Co Elementary School.

Return time - 1200 on the same day.

Students must be cleanly and neatly dressed.

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report J

YOUTH ACTION FOR ENTERTAINMENT

by

Pham Thanh Van

Social Worker

A report of program and learning experiences in community social work conducted at Ban Co Multi-Service Neighborhood Center, Saigon, Vietnam.

International Headquarters, 78 Beacon St., Boston, Mass. 02108

YOUTH ACTION FOR ENTERTAINMENT

The Entertainment Committee was founded as a result of a picnic (a picnic to promote the freshly founded Ban Co Center Youth Program) and after a preliminary meeting at the Center. Approximately seventeen youth chose to join as members and at their first formal meeting elected the following officers: the Chairman, Mr. Hung, who had had quite an extensive experience with youth activities, a Vice-Chairman, a Treasurer, and a Secretary.

Following the official formation of the Entertainment Committee, another picnic was organized. About fifteen additional youth joined the Committee, and together with existing officers the young people discussed the kind of activity they would like to sponsor as their first project. A wide variety of possible programs were considered; among the many suggestions was one made by the staff advisor for a Du Ca folk singing group. ** Having had previous experience with Du Ca, a national folk song movement, the staff member offered this as one possibility, briefly describing its philosophy and activities. The youth responded very enthusiastically to this idea and voted to develop a Du Ca branch group as the Entertainment Committee's first project.

The Chairman, Mr. Hung, and a group of youth then proceeded to the main Du Ca headquarters to contact the leaders of the movement and to learn more about Du Ca. To further promote the establishment of their Du Ca group, the youth next called for two recruitment meetings, inviting the neighborhood youth to attend in order to learn about the national movement and its songs.

In the following weeks, some of the youth who joined the group proved themselves to be quite outstanding, in social behavior as well as in leadership. Eventually a special meeting was called by the Entertainment Committee where a Du Ca election was held. Those whom the members felt

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** The Du Ca movement, Du Ca meaning "Minstrels" or "Wandering Singers", is a movement aiming to organize and inspire youth to know their cultural heritage, using music as its tool. It attempts to provide youth with a fruitful milieu, to give them a constructive group experience, and to teach them discipline. The songs Du Ca teaches are not just any songs, but songs that instill the national spirit (songs about our native land, about our people). As envisioned by the staff advisor, in addition to singing sessions, Du Ca could also offer the youth recreational and leadership development opportunities. The Ban Co Center was pleased to endorse such an activity because it had potential for furthering the aims of the Center, such as: self-help among youth, youth leadership training, music education for children and youth, and making a cultural contribution to the community as a whole.

had proven themselves qualified were elected to the following offices: the Chief, the Deputy Chief, the Treasurer, and the Secretary.

Thus, a Du Ca group was organized with the same general principles and structure as the national Du Ca movement. The Ban Co group called itself "Vuot Song" and was administered by its own leaders according to a Group Charter. **(1) Vuot Song originally had four singing groups, one for the girls and three for the boys. To date, we have two girls groups and six boys groups. The entire Du Ca music group at Ban Co now numbers approximately seventy youth.

As Vuot Song activities grew in popularity and number, an enlarged executive group was formed, comprised of the four officers already elected by the total group and a leader representative from each of the singing groups. These unit leaders had been elected at the very beginning in order to involve the youth in the entire planning and administration of Du Ca activities. Needless to say, this executive group has since assumed many important responsibilities and the progress of the Du Ca program has been very much due to the work of these leaders. Indeed, each unit leader has played a significant role. Receiving guidance to perform his duties properly, he discusses his group's progress and points out the good as well as the bad points of the program. Prior to each of his group's meetings, he prepares an agenda, discussing with the staff advisor what is to be considered at the meeting. All members of the leaders' group apply these same procedures. They study books and documents on leadership and then discuss and share what they learn from these books. Leadership has consistently been the main subject to be presented and discussed at the meetings of the executive group. Along with leadership training, the staff advisor has also given special attention to the personal problems, studies, and the home conditions of the group leaders, both encouraging and counselling them.

The relationship between the supervisor and the ten youth group leaders has thus been strengthened, and the executive group has been able to assume more and more responsibilities for the Du Ca program. For example, as the organization of Du Ca is of a simple, democratic nature and the group members as well as their leaders clearly understand their responsibilities, it is possible for the executive group to solve internal problems fairly easily. To cite one case: the group leaders were called to suggest disciplinary measures to be taken for the cases in which group members came to the meeting late. A fine of two piasters was suggested as punishment for all members who did not arrive at the group meetings on time or who wore their uniforms in off-duty hours. The leaders further decided that the regulation violator would be warned for the first two times and then he would be brought before the executive committee in the event of a third offense. The above is only one example. The group leaders review

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** Literally translated, "Vuot Song" means the ship which tries to get over the crest of the wave, and this is the scene portrayed on the group's insignia. However, what the name actually implies is that the nation's youth must use their energy and talents to overcome the problems of their country. (1) See Appendix A.

all their group problems in regular meetings and this has greatly improved the work of Du Ca. It has also freed the staff advisor to handle more complicated aspects of program content and group work.

As briefly referred to above, as Du Ca activities continued to expand the members had decided that they would like to have uniforms and insignias for the group. The local Civic Action team was approached and persuaded to provide the material for the uniforms. The members themselves then contributed money for the tailor's labor fees. Unfortunately, they felt they could not realistically meet the total costs and so applied to the Center for a loan of 20,000 $VN. It was agreed that Du Ca would pay back half of the loan within twelve months and the other 10,000 $VN would be given as an outright grant by the Center. The staff advisor saw this as a very practical learning experience for the members, and they were involved in every stage of the loan process. They took their repayment responsibilities seriously, and when Du Ca received 7,000 $VN from a performance at the Vietnamese-American Association, they gave the entire amount as partial payment of their loan. The group hopes it will be able to settle the rest of the debt very soon.[2]

Along with the firmer physical establishment of the Vuot Song Du Ca Group, the spirit of brotherhood has also developed. The lessons of leadership drawn from experience, from guidance and counselling have been applied. While the primary objective of Du Ca remains to provide healthy entertainment for group members, to train them in leadership, to help them develop their personal skills and to become good citizens, Du Ca also directs its activities to community service. Members have taught songs to some five hundred children from the neighborhood, organized a garbage collecting day during the neighborhood sanitation campaign, visited and provided entertainment for the youth at the Thu Duc Re-education Center and the children at the SOS Orphanage Village, and donated some material to the sewing class so they could make clothes for deprived children. Du Ca also cooperates with other Center youth groups in sponsoring a neighborhood sports/recreation program and distributing publicity to the neighborhood to explain new Center programs or special services. Du Ca members are further encouraged to serve as individual volunteers in other Center projects, such as the therapy/group activities program for handicapped children, tutoring services, etc.[3]

Though making great progress, Du Ca has naturally had some troubles, like quarrels, fighting, and too close a relationship between boy and girl members. In some cases, members have even lied to their parents that they were going out for their personal entertainment. In these instances, therefore, the advisor has tried to be very flexible and subtle. He must have a good relationship with all group members in order to obtain accurate information and to solve personal problems. Whenever appropriate and possible, the problems are discussed at the meetings of the executive committee, so that the group leaders can help solve the problems of their group members themselves.

[2] See Appendix B.

[3] See Appendix C.

In summary, then, the Du Ca Vuot Song group has progressed, not only in appearance and activities, but also in the relationships between its own members. Perhaps the best example of this is that at the beginning Du Ca was considered as just <u>one</u> of the potential projects of the Entertainment Committee. However, Du Ca has developed so well and has also branched out into a wide variety of activities, such as newspaper publications, drama, puppetry, etc., that in effect a separate Entertainment Committee no longer exists. Its purpose, responsibilities, and leaders have been effectively assimilated into Du Ca. Equally important as this internal consolidation of Du Ca is the development of a good relationship with other Center groups and with the community as a whole.[4]

[4] See Appendix D.

PHAM THANH VAN - SOCIAL WORKER
January, 1970

APPENDIX A

The "Vuot Song" Minstrels
Nguyen Thien Thuat Houses

To_____

Dear friend,

To promote the movement of songs for youth, songs for our native land, we, a group of youth, from the Housing Project, have organized the "Vuot Song" Minstrels.

The first meeting of the "Vuot Song" Minstrels is scheduled at 7:30 P.M., Saturday, October 11, 1969.

- If you have an artistic mind
- If you love our native land and our people
- If you want to live, to express yourself and to sing with all your youthfulness

We cordially invite you to join the "Vuot Song" Minstrels and come to our first meeting at the above indicated time.

Program:

- The Minstrels Movement talk about the Movement.
- Discussion concerning the Vuot Song Minstrels Group.
- Activities: Learn to sing under the direction of The Minstrels Movement.

The Vuot Song Minstrels

* Vuot Song: Crossing the Waves.

APPENDIX B

Multi-Service Neighborhood Center
Vuot Song Du Ca Group
Entertainment Program

AGREEMENT

We, the Sub-Group Leaders of the Vuot Song Du Ca Group, of the Entertainment Program are planning to have uniforms for all our members.

At the present time, all our members have paid their fashioning fees. We understand that the Center will grant us its support by agreeing to advance us the amount of 19,180 $VN (nineteen thousand one hundred and eighty piasters) to pay for the fabric and the insignia.

We further understand that the Center's Administration has graciously agreed to help us half of the above mentioned amount and we, the Sub-Group Leaders, are hereby guaranteeing in our honor that we will try to return to the Center the other half, namely 9,590 $VN (nine thousand five hundred and ninety piasters) during the period of one year, starting on the signing date of this paper.

Made in Saigon December 4th, 1969

The Leaders Group:
Nguyen Van Chinh
Nguyen Tan Hoa
Phong Ha Tu
Nguyen Thi Dep
Le Chi
Pham Quoc Truong
Pham Minh Hai
Dang Van Chinh
Nguyen Nguyen Chat
Nguyen Van Tahnh
Nguyen Dinh Khanh

Program Advisor,
Tran Nhu Bien
Pham Thanh Van

Center's Representative

APPENDIX C

Speech Delivered by the Leader of the Vuot Song Du Ca Group on the Occasion of Their Investiture into the Wandering Singer Movement, Sunday, January 11, 1970

Distinguished Guests ---

President of the Wandering Singer Movement ---

The Wandering Singer Movement having for its purpose the:

- Promoting of the community spirit by the harmony of the arts in order to encourage youth to involve themselves into social services.

- Also, training and guiding the potential youth leadership by group work.

With this same purpose, we the Vuot Song Wandering Singer Group was organized by a group of youth with the good will of this neighborhood, under the sponsorship of the Multi-Service Neighborhood Center.

In the past three months, gathering together, with the spirit of brotherhood as our motto, we have been singing youth songs, folk songs, and we have taught five hundred children healthy songs.

We have also been involved in community projects such as the Health and Sanitation Campaign by helping the Plague Control Team by participating in the sanitation campaign.

We have had to overcome many obstacles to keep this group. Today's ceremony proves the results of this great effort.

We would like to take this opportunity to thank those who have helped us, encouraged us in the organization as well as in the preservation of this group.

Ladies and Gentlemen ---

The songs we are about to present to you are those that we have sung during our meetings, and these songs, we will sing with all our hearts. We know that we are not professional singers, we will not sing as well as professionals, therefore, we ask you to excuse any mistakes we might make.

Thank you very much.

APPENDIX D

Du Ca Vuot Song Youth Group

Dear Parents,

For the purpose of youth education and helping the Group members spend their spare time properly after hard study hours and housework performance, we are trying to teach them merry and youthful songs and conduct group activities.

However, we need your assistance, opinions and frequent contact to improve our activities and we can present the progresses as well as the difficulties we meet.

At present, the Group weekly meeting is held on ..... for group members.

If an unscheduled meeting is held, we will send a notification or contact you to ask the permission for your children's participation in this unscheduled meeting.

We wish to maintain frequent liaison with you. You can contact us at Multi-Service Neighborhood Center, Building J - Apt. 9-10, Nguyen Thien Thuat Houses.

Sincerely,

Youth Group Leader

Group Advisor

UNITARIAN UNIVERSALIST SERVICE COMMITTEE, INC.

Teaching Materials in Vietnamese Social Work: Report K

INDIVIDUAL SERVICES TO NEIGHBORHOOD FAMILIES

rendered by

Community Social Workers of the Ban Co
Multi-Service Neighborhood Center

Reports of learning experiences in the techniques of generic social casework to assist urban families through a multi-service community center in Saigon, Vietnam.

International Headquarters, 78 Beacon St., Boston, Mass. 02108

INDIVIDUAL SERVICES TO NEIGHBORHOOD FAMILIES

CHI SAU CASE

I. Nature of the Case

A. Problem as originally presented.

The initial problem presented was the lack of care of Chi Sau's children. They were particularly dirty and unkept and all had skin sores. Further, they were left alone all day and Hoa, an eleven year old girl, had complete responsibility for looking after her three younger brothers and the apartment.

B. How it came to the worker's attention.

The problem first came to the worker's attention when she was just walking along in front of Building J. She saw the Chi Sau children and noticed how ill-kept they seemed. She struck up a conversation with them to learn about their family and home situation. After this first street encounter, where the worker got an inkling of some of the problems involved, she deliberately sought out the Chi Sau children at their home and then made arrangements to meet their mother.

C. Family background and home conditions.

Chi Sau works as a day laborer in construction projects. However, the work is neither steady nor lucrative. Her husband is in the military and had been out of contact with the family since the Tet offensive of 1968. They have never applied for a family allowance, nor has he ever sent any of his military pay to his family. Before Tet 1968, Chi Sau and her children had lived with her husband's parents. However, since then Chi Sau, for a reason never disclosed, preferred to live by herself. Thus, the family tried to live off the small amount Chi Sau brought in. By the standards in the housing project, the family was quite poor.

When first met, the Chi Sau's were squatters in an apartment in Building J. The apartment was dirty, messy and also smelled badly. None of the children were in school, and all looked unhealthy. The eleven year old daughter was completely responsible for the cooking, cleaning and care of her three younger brothers. Later, Chi Sau was evicted from the apartment in Building J and her family moved into an open space underneath the stairs in another building.

II. History of Previous Treatment or Service Received from other Agencies.

Chi Sau had not received help from any other agency.

III. Present Problem

A. As stated by the family

Chi Sau sees her problem as twofold: how to find adequate shelter and how to get a good, steady job.

B. As analyzed by the worker.

The first problem the worker perceived was the neglected condition of Chi Sau's children. It soon became apparent that the lack of adequate, legally-occupied shelter and lack of a steady job were equally basic problems. Loss of contact with the husband and the lack of birth certificates for the children, which prevented them from going to school, gradually surfaced as related problems. Finally, the worker perceived Chi Sau's mother's indifferent attitude toward her children and her lack of responsibility in the home as yet another serious problem.

IV. Service Rendered to Help the Problem and Progress

Early May

The first time the worker met the Chi Sau family, she simply noticed the children on the street in front of Building J. They were very dirty and also had many skin sores, so the worker started to talk with them to find out where they lived. She learned their address and also that their mother worked all day as a construction laborer.

May 8

The worker stopped by the Chi Sau home and found Hoa very busy preparing dinner for herself and her three younger brothers. She said her mother had given her 60 VN$ that morning to buy food for the whole day. However, that had not been enough, so she had had to go to her grandmother to borrow money for rice. The worker noticed that while Hoa bathed her brothers, she used neither soap nor towels. Also, none of the children wore a blouse or shirt, just pants. The apartment was very dirty and cluttered, and the stench quite bad. During the conversation the worker learned that the children were not in school and also that their father was a soldier stationed in Danang but that he had not been home for a long time.

The worker left telling the children she would see them again and also that she hoped she could meet their mother soon. As she left the apartment, an old man living nearby called her over. He apparently had gathered that she wanted to help the Chi Sau children and suggested that if she wanted to meet the mother she should come sometime after 6:00 P.M. or on Sunday. He even offered to arrange a formal appointment with Chi Sau for her. The worker did not feel an appointment was necessary, but did thank the old man for the information and said she would try to return some evening after six o'clock.

May 9

The next day, when the worker went by the Chi Sau's apartment, she found the mother at home. Chi Sau said her husband was a soldier and in a military hospital in Danang. However, she had not heard from him since the 1968 Tet offensive; and she had only heard of him through friends. She said she did not have enough money to go to Danang and visit him, and since she did not know how to write she could not contact him by letter.

The worker then asked Chi Sau about her work. She said she made 160 VN$ a day on the construction jobs, but the work was not regular. The worker asked about the possibility of going into some kind of small business or becoming a street vendor. Chi Sau said she would like to do this but it was impossible as she would need 2,000 to 3,000 piasters in capital. The worker next mentioned the idea of being a domestic, but Chi Sau rejected this because it would not allow her to be home with her children early in the evening.

The conversation next turned toward Chi Sau's apartment, and Chi Sau said she was just a squatter. Before the Tet offensive she had lived in a rented apartment. However, now she did not have enough evidence to prove she was a fire victim. Thus, she was looking for a place to live and when she found this empty apartment in Building J, she just moved in. When the worker asked what she would do when the legal owners of the apartment came to move in, Chi Sau answered she would just have to wait and see. The worker left, not having been asked for specific help, not having offered any, but just saying she would stop by again sometime soon.

Subsequent Visits

The worker stopped by several times in the next few days and each time found Chi Sau at home, as there was no construction work available. The worker talked about Chi Sau's children a while, subtly trying to suggest they might be a bit cleaner and better dressed. However, Chi Sau did not seem concerned and just answered that they had plenty of shirts and blouses but preferred to wear only pants. When asked if they were going to school, Chi Sau said no, because she could not afford it. The worker suggested public schools which would not cost anything; however, Chi Sau said they were not eligible as they did not have birth certificates. The worker asked if the children had ever had birth certificates. Chi Sau said she was not sure, as she could not read, but she thought they had. However, all her documents and papers had been burned at Tet. Now, all she can remember is the lunar year in which each of them was born. The worker said she could check for the birth certificates at Tu Du hospital, where all the children were born, if Chi Sau liked. Chi Sau agreed to this.

The worker then asked if Chi Sau received a military family allowance; she replied no, because she and her husband did not have a marriage license. They had talked about it at one time, but some friends had told them it cost seven or eight thousand piasters, so

they gave up the idea. The worker told Chi Sau she was sure that it was not this expensive and that if Chi Sau were still interested she could find out the cost, the procedures of application, etc. The worker urged Chi Sau to seriously think about getting a marriage license next time her husband was home, so they could get a family allowance from the government.

Chi Sau remained rather non-committal on the subject of the marriage license, but was anxious for the worker to see her remaining documents and papers. The worker found one letter from Chi Sau's husband, and in it he expressed a great deal of concern for his family. She also found one document with [illegible]'s military serial number on it. Having this information, the worker suggested it might be possible to locate [illegible] and she could compose a letter for Chi Sau to her husband, explaining the family's whereabouts and situation. Chi Sau was very responsive to this idea and together they composed the letter. The worker wrote it and mailed it to the military hospital in Danang.

After several weeks, there was still no reply. Chi Sau, who before had not seemed so worried about locating her husband, was by now very anxious. The worker suggested that since the letter apparently had not reached him, they would next try the military radio station which regularly made announcements to help people contact "missing" relatives. Chi Sau agreed, and the worker went to the radio station where they said they would broadcast the message to Chi Sau's husband. A week after the radio announcement was made, Chi Sau received a message from her husband. He had not heard the radio announcement, but a friend had. He said he was fine, having just been discharged from the hospital. However, he was being transferred to a post further north.

While the worker was helping Chi Sau locate her husband, she was also trying to get birth certificates for the children. As all of them had been born in Tu Du hospital, located in District 2, she went to the District 2 office and asked to see their records. The worker found the registration numbers and birthdates of the two older children quite easily. However, she could not find those of the two younger children as the records that record it had not been compiled and so were unavailable to the public. The worker then went to the Tu Du Hospital hoping to see their records. The Director of the hospital gave her permission to do so, but the office personnel still refused to let her see them, for fear she would mix them up and/or cause them extra work. The worker tried again several times, both at the District 2 office and at Tu Du, to gain access to the records. However, she was not successful. She finally concluded that the only way to get certificates for the two younger children was to wait until these newer records were complied and then made available to the public. Before securing copies of the certificates for the two older children, she explained to Chi Sau that if she could show any proof that she had been a fire victim at Tet, she could get the copies for free. Chi Sau said she could offer no evidence, but felt she could afford to pay herself.

June 4

When the worker visited the family and observed that the children's sores were still very bad, she suggested she and Chi Sau take them to a dispensary. Chi Sau agreed and the children did receive some treatment at the dispensary. However, Chi Sau came home very dissatisfied, complaining that the nurses had not treated her nicely. She claimed they had looked down on her and had scolded her about her children. The worker tried to suggest that while the nurse's manner might have been inexcusable, she was perhaps a bit justified in scolding Chi Sau. It was, after all, Chi Sau's responsibility to keep her children clean and healthy. Chi Sau made little response to this.

One day, at the end of May, the worker stopped by Building J to see Chi Sau, but found she had been forced to leave as the legal occupants of the apartment had arrived. The worker soon located Chi Sau, living under the stairwell in Building H. When the worker asked what the Phuong Chief would say about this,[1] Chi Sau replied that she was renting the space from him for 500 VN$ a month.

By this time, Chi Sau's financial problems had eased a bit. Since many new people were moving into the housing project and refinishing their apartments, she was able to work as a laborer almost every day. She could now afford to send the two older children to school, and they were attending a small private school in the area for 300 VN$ a month.[2] When the worker asked about the two younger children, Chi Sau said they just wandered around the neighborhood while she worked. The worker asked her is she had heard about day care centers. Chi Sau said she had, but doubted if her children could get in, as they did not look so clean and healthy. Besides, she added, they still had no birth certificates.

The worker did not pursue the topic of the day care center with Chi Sau at this time, but she did speak to her supervisor about them. The supervisor urged her to inquire about day care centers in the area, if she thought Chi Sau really might be interested in placing her children in one. She also told the worker that if Chi Sau were serious about wanting to start a small business, it might be possible to find a group or individual who could finance 2,000 VN$ for capital.

Several days later the worker went to a nearby day care center to see if Chi Sau's children might be eligible. Unfortunately, the Sister in charge was not there and the social worker could give no definite answer. The worker returned a few days later, but again the Sister was not in. To date the worker has received no clear answer on the possibility of the day care center for Chi Sau's children.

1 A Phuong Chief is a local government official in charge of administration duties.

2 Such Schools are very common in Vietnam. They are usually set up in private homes in the neighborhood and charge very minimal fees. They offer a reasonable alternative to parents where public schools are too far away or over-crowded, or in cases where children do not have birth certificates.

In mid-September, the worker visited Chi Sau to see if she were interested in doing some part time cleaning work for the Neighborhood Center. While she said she'd like to and did think it over for a while, Chi Sau finally decided the proposed time schedule just could not fit in with her regular work. At this time Chi Sau was still living underneath the staircase and finding jobs almost every day within the housing project. The family situation, in general, seemed unchanged.

More than ever, the worker sensed that Chi Sau had stopped looking to the Center for any real help. She had apparently been disappointed in the Center's role and services. The Center had helped her, but only in areas which she considered peripheral and even non-problematic, while in the basic areas of housing and employment the Center had not been able to help her at all.

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UUSC
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BUI THI HIEN - SOCIAL WORKER

Re-written from the original and analyzed
by Mrs. Linda Kay Jones, American Advisor

THE MULTI-SERVICE APPROACH TO THE

CHI SAU CASE

While the original problem presented was the neglected physical condition of Chi Sau's children, as the case and relationships developed the worker also became involved with the problem areas of securing birth certificates, reestablishing contact with the husband, employment opportunities, day care problems, and Chi Sau's attitude toward her children. Similarily, while the worker's initial contact was with the children, she soon involved the mother and even indirectly the father.

ANALYSIS OF CHI SAU CASE

Perhaps three points are particularly worth noting in this case. The active reaching out into the community on the part of the worker, the problem syndrome of securing legal documents, and the client's disappointment in the Center.

A. Active outreach into the Community

This case did not come to the attention of the Center through a request for help from the family itself, nor was it revealed during a regular, friendly home visit. Rather, the worker just happened to notice the neglected condition of the Chi Sau children as they were playing on the street one day and then took it upon herself to seek out this family and see if the Center could offer any services to them. Such active outreach to community residents is a most basic and essential aspect of a multi-service neighborhood center. Unlike the more traditional social welfare agencies, a true community center simply cannot accomplish its goals by waiting until the people come in with their ideas and problems, for many would remain ignorant of the Center and its programs or afraid to approach the staff on their own. Thus, the workers must take the initiative for going out into the community, reaching out to meet people and listening to their suggestions and problems.

B. Problems of Securing Legal Documents

To a foreigner, Chi Sau's lack of marriage and birth certificates might appear as sheer negligence, indifference or ignorance. However, it should be noted that in Vietnam the lack of such certificates is both very widespread and quite understandable.

There are perhaps six common reasons why many people do not have marriage and birth certificates. Firstly, the process of applying for such certificates is not always well known; some families simply do not know where to go or whom to ask. Secondly, the process of applying can seem quite difficult for someone unfamiliar with bureaucratic forms and procedures and easily intimidated by sometimes insensitive administrative officials. Thirdly, though it is common knowledge that there are people who, on a commercial basis, will secure these certificates for a family, their fees are often prohibitive, ranging up to 8,000 VN$. Fourthly, the Vietnamese culture itself does not naturally encourage such precise documentation. Most obviously, birthdates are generally calculated according to the Chinese lunar calendar. Though initially all Vietnamese are aware of the Gregorian calendar (used in the issuance of all official documents) they sometimes find it confusing and/or troublesome to try to transpose their childrens' birthdates from the lunar to the Gregorian. Similarily, in Vietnam, individual birthdays are not traditionally celebrated; rather,

everyone thinks of himself as becoming a year older at Tet.[1] Thus, some parents, particularly those of the lower-income levels who have many children, soon forget the exact date of the child's birth, even according to the lunar calendar. This makes it even more difficult to later try to secure birth certificates. In the case of marriage certificates, again the culture has not called for these. Neither Buddhist monks nor Catholic priests require such certificates, and there is no traditional social or family pressure for them. Thus, to many, they still seem rather artificial and superfluous. Finally, the disruption and the destruction of the war itself must be acknowledged as an important reason for the lack and loss of both marriage and birth certificates.

As important as understanding the reasons for the lack of such certificates in Vietnam is an appreciation of the very critical problems this often poses for families, particularly those in the lower and lower-middle income levels. Perhaps most serious, a child cannot attend a public school unless he can present his birth certificate. While there is an abundance of private schools, some quite reasonably priced, even such a small extra amount can often be prohibitive to a family. Thus, the child simply stays at home. Equally important, if a man is in the military he cannot receive a family allowance from the government unless he can produce marriage and birth certificates. Similarily, should he be killed during the war, his wife can only receive the monetary compensation from the government if she can present her marriage certificate.

It should be painfully obvious from the above that this whole problem syndrome of securing legal documents is extremely serious for many families. Thus, in the case of this worker, she felt she must become heavily and directly involved in this area. This perhaps has not been traditionally and theoretically thought of as a social worker's role; however, the need for help in securing legal documents in Vietnam today is so great, that any neighborhood center truly responsive to the community could not ask its staff to do otherwise.

C. Client's Disappointment in the Center

After several months of working intensively with the family on a wide variety of problems, the worker sensed that Chi Sau was becoming increasingly disappointed in the Center and its services. An initial emotional reaction might be that this woman was extremely unappreciative of all the time and effort that had been expended on her and perhaps did not really deserve such help. However, when studied more closely, the client's reaction is both very human and understandable.

To Chi Sau, her basic problems, which confront her each and every day, are employment and shelter. Her work is neither steady nor lucrative; her family's shelter has been neither adequate nor permanent. Thus, almost all her energy and thoughts are concentrated on successfully meeting or at least surviving these problems, on a day to day basis. The worker, while

[1] Tet is the traditional lunar new year's celebration in Vietnam generally accepted as the most important holiday of the year.

perhaps doing some things Chi Sau can recognize as beneficial, still has not helped her with the problems she perceives as most serious. Working on these lesser, peripheral problems, even if useful, apparently appears to Chi Sau as a luxury of time, effort, and bother she can scarcely afford, for she is just too immersed in the more basic struggles of life. Thus, she begins to lose interest and perhaps even confidence in the Center.

Any community center worker must be prepared for reactions such as Chi Sau's. This does not mean that such a family can never be effectively reached and served by the Center, but it may take a much longer time and require greater insight and understanding. In some instances, the worker simply might have to wait until the basic worries of job and shelter are eased and then try again to interest the family in working on "fringe" problems or participating in Center activities. In others, through gentle persistance and the development of a very good relationship, the worker might be able to convince the family of the great importance of these "peripheral" areas even before their basic problems are overcome. In either case, the worker must try to understand the family's rejection of the Center and make it clear that while the Center perhaps cannot help on those problems the family perceives most serious at the moment, that if and when they would like services in other areas, the Center will be eager to help them.

INDIVIDUAL SERVICES TO NEIGHBORHOOD FAMILIES

DIEP CASE

I. Nature of the Case

A. Problem as originally presented

The problem as initially presented by Mrs. Tin was that she needed assistance in finding medical treatment for her two teenage deaf-mute children. Since she knew there were some American staff members at the worker's Center, the mother hoped she would help her secure the services of an American specialist.

B. How it came to the worker's attention

The worker was making some friendly home visits in Building E in mid-October when she met Mrs. Tin. She seemed quite receptive to the idea of a community center and invited the worker in. After some general conversation, she revealed that two of her children were deaf-mutes and asked if the worker could help her find treatment for them.

C. Family background and home conditions

Widowed within the last several years, Mrs. Tin's husband was a relatively high ranking officer in the army. After he died Mrs. Tin decided to discontinue her work as a nurse because, as she explained to the worker, it reminded her of his death. Instead, she became a fortune teller and street vendor and apparently does quite well. By neighborhood standards, she and her five children are financially comfortable.

Until Tet of 1968 the Tins lived in a very substantial home in Gia Dinh. This has since been sold, but their present apartment in Ban Co is also very nicely furnished and displays such luxury items as a television, refrigerator, etc. It is kept clean, but not very neat.

The interrelationships within the family are not particularly strong. The mother treats her children rather coldly, speaking to them roughly and making it obvious that she considers the two handicapped ones a special burden. There is also quite a bit of quarreling between the two deaf-mutes themselves. This is apparently related to what Diep, the nineteen year old daughter perceives as her mother's decidedly preferential treatment of her fifteen year old brother, Chinh.

II. History of Previous Treatment

Both Diep and Chinh studied at Lai Thieu. Run by a Catholic order, it is the one nationally recognized school in Vietnam for deaf-

mutes. Students learn sign language, lip reading, to varying degrees, speech, and regular academic subjects. Chinh and Diep boarded at Lai Thieu approxiamtely seven years, until they both completed their elementary education. Since Lai Thieu could not offer any advanced studies, they then left the school. Their mother was quite happy about their departure, as she felt her children had been mistreated at the school. (Mother cited examples of mild forms of corporal punishment, etc.)

Having left Lai Thieu in 1967, Diep had received no further treatment or education since, except for a very brief, unsuccessful stint as a helper in a tailor's shop. Her mother had heard of a school in My Tho where deaf mute girls could receive some vocational training. However, when she learned that this school was also run by Catholic sisters, she decided she would not allow Diep to go there. For the past two and a half years then, Diep had remained at home, spending most of her time sitting alone in the kitchen.

The mother did, however, persist in Chinh's education, sending him to a Catholic school in Gia Dinh. A regular school, with no special equipment or teachers trained to work with deaf-mutes, neither Chinh nor his mother found the experience very satisfactory. Finally, after sticking it out for three years, Chinh dropped out. He is currently working as an apprentice in a printing shop.

III. Present Problem

A. As seen by the family

Initially Mrs. Tin perceived the problem as basically a medical one. She did not believe her two children had been born with congenital defects. Rather, she insisted that the deaf-mute condition of both Diep and Chinh was the result of their being given the wrong kind of medicine when very young. The mother hoped, then, that since the handicap was not "natural", it could be cured. However, she did not know where to find the proper treatment services, nor did she feel she would be able to afford to pay for them. Thus, she asked the worker to help her find the services of an American doctor who could treat her children.

Unfortunately, the worker could not offer Mrs. Tin much encouragement in terms of medical treatment, particularly by an American doctor. Gradually, Mrs. Tin seemed to accept the unlikilihood of a medical cure and became increasingly interested in vocational training for her children. She concluded that if Diep and Chinh were adequately trained, they could then get jobs, become completely self-sufficient, and remove a great burden from her shoulders. Thus, she came to perceive her basic problem as finding appropriate facilities where her children could receive such vocational training.

B. As analyzed by the worker

The worker never really saw the basic problem as a medical one, for several reasons. First, she was not too optimistic about a complete cure being possible. Further, she knew from past experience that there

were few services of any type available to deaf-mute youth. Finally, even if with long-term medical treatment improvement had been possible, she felt that of far more immediate importance was some "psychological treatment" -- finding a constructive, socializing activity in which these two youth could participate, so they could be drawn out of their shells and their home. Thus, from the beginning the worker perceived the basic problem as finding appropriate vocational training courses for Diep and Chinh.

As she became more involved with the case the worker also began to be aware of yet another problem. This was the attitude of Mrs. Tin toward her children. Lacking any observable feelings of affection and apparently any degree of understanding of her two deaf-mute teenagers, she did not offer much moral support or encouragement to them. Further, she had apparently alienated them psychologically since she so obviously considered them special burdens. In making any future plans for them, she rarely considered their feelings and preferences but more her own convenience and financial situation. Thus, in the worker's eyes, Mrs. Tin herself emerged as a second, very serious problem.

IV. Services Rendered to Help the Problem and Progress

Once having been asked for assistance by Mrs. Tin, the worker consulted fellow staff members as to the best resource for deaf-mute teenagers who desire vocational training. Though no one knew of any existing services especially designed for deaf-mutes, it was suggested that the vocational classes at the National Rehabilitation Center might be one possibility. The worker discussed the idea with the staff of NRC's Psychological Services branch and received some encouragement. Although NRC had never worked with deaf-mutes before, the staff had been discussing it and felt that the institution should try to serve this group of handicapped people as well as the blind, paralysis victims, and amputees. Therefore, it was possible that the Tin children might be seen as a test case and accepted in the vocational training classes on a trial basis.

The first requirement was that Chinh and Diep undergo psychological testing. Required of all applicants for vocational training at NRC, this basic battery of tests was designed to determine if the individual were of normal intelligence and also to see for which area of vocational training he might be most suited. The testing was scheduled for November 20.

When told of this appointment and the variety of courses offered at NRC, Mrs. Tin was very skeptical, since she believed NRC was only for the paralyzed. However, she said she was willing to pursue the idea, particularly as a sewing course was being offered, which appealed to both her and Diep. During this initial discussion of NRC the worker was very careful not to build up the mother's hopes too high. She emphasized that NRC staff had only said perhaps they could take Diep and Chinh, and then only on a trial basis.

On November 20 the worker went to the Tin home, but found only Mrs. Tin there. The mother said she had already decided not to send Chinh to NRC, for she wanted him to take up Honda repairs, a skill not being taught there. Further, she had "forgotten" about Diep's appointment. Only after a great deal of encouragement and persistence on the worker's part was Mrs. Tin finally persuaded that the appointment at NRC was really important. She then agreed to the worker's suggestion that the two of them should go out to Gia Dinh where Diep was visiting relatives and bring her back for the appointment.

Diep, Mrs. Tin, and the worker arrived only a little late for the appointment, and the NRC staff proceeded to conduct a very general interview. When this was completed, Diep was told she would have to remain the rest of the afternoon to take the tests. Mrs. Tin said she was too busy to stay and excused her self, obviously expecting the worker to return to the neighborhood also. However, the worker explained that Diep might need some help in understanding directions and a bit of support and encouragement in this new situation and so she would remain with her.

Diep performed adequately on the tests, but her case still had to be presented at the staff's weekly conference before she could enter the sewing class. This process took several weeks, during which time the worker met with Diep quite frequently and developed a much closer relationship with her. Communicating mostly by writing and gestures, the worker encouraged Diep to tell about herself -- her feelings, hopes, ambitions, frustrations, etc. Diep seemed to identify with the worker very easily, responding and opening up from the beginning. The worker feels that such rapid growth of trust and rapport was possible because so few people had probably ever expressed an interest in Diep as an individual before. Diep told the worker that she felt her mother did not love her, nor did her brother, and she felt very lonely. She also expressed a great desire to learn to do something constructive and productive and to become more self-sufficient. The worker encouraged her in this ambition and also reaffirmed her support and help as Diep pursued it. She also urged Diep to seek out new activities and acquaintances, to venture out of her lonely kitchen. Gradually Diep started dropping by the Center, first asking for her worker and if she were not there, disappearing. Later, as she came to know other staff members, she would stay awhile, even if her worker were not there. She was obviously interested in many of the activities at the Center and a few times joined in, but only on an ad hoc basis. She remained too scared and unsure of herself and her peers to participate as a regular member.

On December 18, the worker learned Diep's case had been reviewed and she was to be admitted to NRC's sewing class on a one month trial basis. Diep and her mother both seemed pleased by the news. Diep passed the required physical examination and began class on December 22. Late that afternoon, Diep stopped by the Center to see the worker. She was obviously excited, talked of having lunch with some of her classmates, and showed in her notebook what the teacher had taught that

day. Diep also let the worker know that she feared her mother wanted her to stay at the NRC all the time, only coming home on weekends. This made Diep unhappy, as she very much wanted to come home to her family each evening. The worker told Diep she would be stopping by to see her mother very soon and would try to talk to her about her new plans for Diep.

The following day the worker visited with the mother. As Diep had predicted, the mother asked if Diep could stay at NRC full time. If this were not possible, she asked if the Center could pay for Diep's daily transportation expenses. The worker explained that NRC did not have facilities for boarding students, but that she wondered if Diep would be happy with such an arrangement, since she knew Diep really looked forward to coming home each night. The worker then suggested that if the mother felt very strongly about the issue she should discuss it with Diep herself. Knowing the mother and the family situation, the worker believed the mother's complaint of the financial problems involved in Diep's training was really more of a rationalization than a valid reason for her request that Diep become a boarding student. In reality, the worker suspected that the mother wished Diep to stay at NRC simply because it would mean less work and worry for her at home. As far as the worker knows, the mother did not seriously pursue the idea with Diep any further.

On December 31 the worker was at NRC with another case and stopped in to see Diep in class. She first visited with the teacher who said Diep was a good student and was presenting no problems. She then talked with Diep herself who was obviously happy and enjoying herself. Diep asked the worker if she could petition the Rehabilitation Center to let her stay over the lunch hour and eat with the boarding students. Diep explained that her mother did not give her any money for food, only enough for transportation. For several days now, one of Diep's new-found friends had been sharing her lunch with Diep. The worker promised to present Diep's request to NRC's social worker. The request was readily granted and Diep was told she could start lunching with the boarders the same day.

During the ensuing weeks, Diep remained very happy with her training course, often stopping by the Center in the evening to show her day's work to the worker. Her one month probation period expired and the worker returned to see if Diep could now be accepted as a regular student. The NRC staff agreed that Diep could be reclassified as a regular student.

Thus the worker is now quite optimistic about Diep. She feels she is happy, rapidly gaining self-confidence, and has the potential of being self-sufficient and independent. Hopefully, she may eventually even become involved in some group activities at the Center. The worker likewise feels she might be able to work successfully with Diep's brother, Chinh, who is interested in a forthcoming course in TV and refrigeration repair at NRC.

However, the worker is decidedly pessimistic about the possibilities

of successfully working with Diep's mother. She will continue to visit Mrs. Tin, trying to help her understand Diep's feelings and how she might help her daughter more. The worker has also invited Mrs. Tin to join the Center's mothers' group, though to date the mother has not come. One other possibility is that of involving her in a special group for the parents of handicapped children. Unfortunately, the worker has little hope that Diep's mother will react positively to any of these. The situation is made even more difficult since the worker herself, because of her young age, feels somewhat awkward in talking very directly or forcefully to Mrs. Tin. However, an older social worker has accompanied her on some home visits and Mrs. Tin has not responded any more positively. Thus, the worker feels that the home situation can only significantly improve as Diep herself becomes more self-sufficient and independent.

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BUI THI HIEN - SOCIAL WORKER

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ANALYSIS OF DIEP CASE

Though this case illustrates many social work principles and concepts, perhaps the three following points merit special attention: the importance of social development activities, concurrent with vocational training, for handicapped youth; the need to help family members better understand and accept any emotional problems, guilt feelings, etc. involved when one of them is handicapped, and the feelings of inadequacy a young worker may experience because of her age.

The importance of vocational training for most any handicapped youth cannot be over-emphasized. It can stimulate new interests and alertness in the individual, help him develop confidence in his own talents and ability to become independent, and render him, to varying degrees, self-sufficient. At the same time, though, even the best vocational training may prove useless if the handicapped youth remains uncomfortable, isolated, or unproductive in a group situation. Sheltered workshops may be a partial answer to this problem. However, perhaps a more permanent solution, and certainly one more readily available in Vietnam, is a general group activity which can offer opportunities for constructive, supervised, social contacts.

For this reason, then, the worker, while justifiably pleased with Diep's progress, should be helped to understand the very partial, perhaps even temporary, nature of the success. She must recognize the very basic need still unmet -- to help Diep become involved in some regular group activity at the Center. Understandably, Diep might remain very shy and insecure at first, coming only because of the worker's continued encouragement and support and even then, probably only on an ad hoc basis. However, if the worker could help her feel accepted by the group, she could gradually develop personal relationships with other girls and become a"regular" member of the group.

While this paper cannot begin to touch on the whole range of group work techniques, the worker may want to discuss rather frankly with the present members of the girls' group Diep's handicap, her desire to join their activities, and how they might help her feel accepted. A "big sister" arrangement, special handicraft sessions which do not require much audio-communication, field trips, picnics, etc. are but a few of the many ideas which could be explored. Most essential, though, is that the worker begin to move with Diep in this direction soon. She is still riding the crest of her new found confidence and interest in the"outside world" and would therefore probably be more eager to venture into yet another new experience with more new people.

Another important area where the worker will hopefully be able to begin work is that of the mother's attitudes, for woven throughout this case is a sense of her deep guilt feelings about having born two handicapped children. It is seen in her spoken comments about Diep, her actions toward Diep, her lack of involvement in Diep's new experiences, her desire to have Diep move completely out of the home, and in innumerable other

little ways. Further, this totally negative attitude is painfully obvious to Diep, to the point where she herself says her mother does not love her.

Thus, there is a very real need here for the worker to help the family understand the emotional problems that so often, though not irrevocably, accompany the presence of handicapped members. If she could just simply get the mother and Diep to openly admit and accept that there is a problem and then encourage them in opening up some lines of communication between them, this would be a healthy first step. Next, if she could try to help them understand some of the basic psychological reasons for guilt feelings and how it is possible to overcome them, the whole family situation could begin to improve.

Obviously, such a process would be long and difficult and bear no guarantee of success. Further, the worker may feel somewhat timid about getting involved in such an intimate way with the family and their emotional problems. However, if she is truly serious about helping Diep as much as possible, she cannot stop with vocational training or even group activity involvement. She also has the responsibility of trying to get to the core of her unhappy family situation.

Turning now to the worker's concern about her age in relation to her job, such twinges of fear and inadequacy are certainly very common. A young sirgle girl, no matter how well trained, may naturally ask herself if she is really qualified to give advice to a woman who is old enough to be her mother and who already has many children. Usually, as she gains some practical experience, the worker becomes more confident and realizes that because of her special training and her commitment to helping people help themselves, she is in a valid position to offer suggestions and support. Nonetheless, resolving this inner conflict may be particularly difficult in Vietnam, where the whole culture places such a great emphasis on respect and complete reverence for one's elders.

Again, time and practical experience are probably the best means of overcoming the worker's self-consciousness in dealing with adults. However, the supervisor can perhaps speed up this process through various supportive techniques, such as: citing examples of where other young workers have been successful in helping adults, pointing out the worker's strengths and specific areas of knowledge which can be profitably shared with others, empathizing with the worker by recalling her own self-doubt as a young worker, and even perhaps accompanying the worker on her early home visits. All of the above may help the worker to perceive herself increasingly as a trained professional, rather than as an inexperienced youth. Further, the supervisor can also emphasize and explain many techniques of offering help to an adult while at the same time showing him respect. She might begin by discussing a social worker's presumed heightened sensitivity and and respect for individual human dignity. Beyond this, she could turn more specifically to the natural techniques built into any society. Certainly in Vietnam, where the language and the culture traditionally include so many special phrases of politeness and respect and innumerable customs for deferring to elders, it seems most any offer of assistance

could be couched in the most honorific of terms. Thus, though it will undoubtedly require some period of adjustment before the young worker feels comfortable working with adults, the worker should be helped to understand the naturalness of her feelings, and at the same time, the means of overcoming them.

Perhaps just one more point should be briefly mentioned in this case. This is the worker's resourcefulness in finding an appropriate vocational training facility for Diep. No where in Saigon was there a class especially for deaf-mute teenagers, and most regular schools would not accept such handicapped students. However, the worker did not give up; rather, she approached the National Rehabilitation Institute to see if they would consider extending their services, previously directed only toward the blind, the paralyzed, and amputees, to a deaf-mute. The NRI was receptive to the idea, first accepting Diep on a trial basis and later as a regular student. Thus, the worker's flexible, innovative, outreach approach to referrals has not only provided Diep with new opportunities, but also will hopefully have been instrumental in opening up a new resource for hundreds of other deaf-mutes.

INDIVIDUAL SERVICES TO NEIGHBORHOOD FAMILIES

NGOC CASE

I. Nature of the Case

A. Problem as originally presented

The initial problem presented was that of Ngoc's paralysis. Four years old, he could not stand up by himself or walk. His grandmother hoped the worker could help arrange for him to have an operation or be sent abroad for treatment.

B. How it came to the worker's attention

The worker was walking along the second floor corridor of the building B. Ngoc's grandmother was standing outside her doorway and struck up a conversation with the worker. She said she had seen her pass many times before and knew she had some association with the Americans; however, she was curious as to exactly what she did. The worker briefly described the Center and her role as a social worker. The grandmother then began to tell the worker of Ngoc's paralysis and seek her assistance.

C. Family background and home conditions

Ngoc and his younger brother live with their grandmother, two aunts (one of whom suffers from mental depression) and two uncles in Ban Co. Ngoc's mother lives in Bay Hien, on the outskirts of Saigon, with her young daughter. Until recently Ngoc's father was away in the military, but he is now back in Saigon and living with his wife in Bay Hien.

Before the 1968 Tet offensive the whole extended family lived and worked together, manufacturing venetian blinds in their home. However, all their machinery and supplies were burned at the time of the Tet offensive. Now the family has divided into two units and Ngoc's mother and one aunt are the only working members. The two units, while not really poor, do not consider themselves to be financially comfortable or secure. They are hoping to save enough money to start their own family business again.

The grandmother's apartment in Ban Co is modestly furnished and kept clean and neat. Ngoc and his brother are well taken care of and seem very content staying with their grandmother.

II. History of Previous Treatment or Service from Other Agencies

When Ngoc became paralyzed, his family took him to Nhi Dong

Hospital where he was referred to the National Rehabilitation Center. He went there several times and was given braces, special boots and crutches. He was also taught some exercises. Later his family investigated the possibility of sending him abroad for treatment through the Terre des Hommes program. However, they were told his case was not so serious and could be treated in Vietnam.

III. Present Problem

A. As stated by the family

The family perceives their basic problem as medical in nature -- how and where to find help so that Ngoc's paralysis may be cured. At first the grandmother was hoping Ngoc could undergo an operation, possibly performed by a foreign doctor. Later, she sought assistance in taking Ngoc to the National Rehabilitation Center and in maintaining Ngoc's exercise regimen at home.

B. As analyzed by the worker

The worker also originally perceived the problem as basically medical in nature -- where to find suitable treatment for Ngoc. However, it soon became apparent that there were many other problems involved.

First, the worker found out that Ngoc had already received some treatment at the National Rehabilitation Center. However, his family had stopped taking him there and also discontinued his exercises at home. They said they had no time and besides, they did not really think the exercises could help Ngoc. Thus, the worker realized that the basic problem was not so much the lack of knowledge of medical resources, as the lack of understanding of them. Before the family could ever successfully follow a regular treatment plan for Ngoc, they would need to be both educated and motivated, and this would necessitate a great deal of support on the part of the worker.

After working with the problem of Ngoc's paralysis for some time, the worker also began to perceive that the relationship of Thang, a "half-brother" in the home, to the rest of the family might also be a problem. Thang, one of whose parents was apparently a westerner, was adopted by the grandmother at a very young age. However, now an adolescent, he seems very uncomfortable and unhappy in the family. The worker sensed that he might need special individual counselling, as well as involvement in some type of constructive group activity with other youth.

The mental depression of the aunt, Hong, also surfaced as a very real problem within the family. While never understanding all the details, the worker learned that Hong had become severely depressed after the Tet offensive of 1968. Though never violent or harmful to others, she remained psychologically unable to venture out of the house much, to enter into new situations, or to assume new responsibility. She

therefore added an extra burden on the other members of the family. While the grandmother expressed a verbal willingness to take Hong for an examination to the Cho Quan Hospital (where mental illness is treated), she never pressed the issue with Hong and Hong remained reluctant to go anywhere new. Thus, the worker realized she might have to be very patient and offer the family a great deal of encouragement, information, and support, before they would understand the very real need for Hong to receive professional care.

IV. Services Rendered to Help the Problem and Progress

In mid-July the worker was making friendly visits in Building B one day and saw Ngoc's grandmother standing outside of her door. She struck up a conversation with the worker, saying she had seen her before and wondered who she was. The worker explained that she was a social worker at the Ban Co Multi-Service Center and told a little about the philosophy and the programs of the Center. The grandmother seemed very interested in this and invited the worker into her home. She then began to talk about her four year old grandson Ngoc.

During Tet of 1968, when he was two years old, Ngoc developed a very high fever for several days. The fever passed, but Ngoc remained quite weak. Though he gradually got his strength back, it became apparent that Ngoc was now paralyzed in one leg. The grandmother and an aunt took Ngoc to Nhi Dong Hospital where he was referred to the National Rehabilitation Center. The physical therapists there fitted him with braces and crutches and also prescribed special exercises. The family took Ngoc back to the Rehabilitation Center regularly for about one month. However, the "family" then moved from the Vinh-Hoi area of Saigon, where they had only been staying temporarily, into their new apartment at Ban Co. At this point, the grandmother explained that the "family" consisted of herself, two sons, two daughters, and the two grandchildren, Ngoc and his younger brother. Ngoc's mother has been living on the outskirts of Saigon so she might be close to her job in a mill. Her younger daughter lives with her, but her husband has been away in the military.

The grandmother continued that once moved, neither she nor the aunt had time to take Ngoc to the Rehabilitation Center. Besides, she admitted, the family had not been able to see any improvement with the exercises and also they thought the braces and crutches were much too heavy for Ngoc. However, the grandmother was still very concerned about the child and hoped the worker and the Center might be able to help. The worker said she would certainly try to help in whatever way she could and suggested that first Ngoc be examined by a specialist, Dr. Thong, at Cho Ray Hospital.

The worker arranged the appointment with Dr. Thong and the grandmother sent word for Ngoc's mother to come to Ban Co that day. This was the worker's first meeting with the mother and though she did not see her two sons frequently she was affectionate with them and seemed interested in doing something for Ngoc. Dr. Thong said the best thing

was for Ngoc to return to the Rehabilitation Center for further treatment. Several days later, the mother and the worker took Ngoc to the NRC. The doctors there said Ngoc could be helped, but he must exercise regularly for two years. They suggested the family bring Ngoc in each day for half an hour, but if this were impossible he could exercise at home. They also requested the mother to bring the braces and crutches back so they might be fitted again.

The grandmother said the family simply could not bring Ngoc in every day, particularly since the one aunt who had before accompanied Ngoc had now gone to Dalat. Thus, the worker, who had taken careful notes on the exercises at NRC, proceeded to teach them to Ngoc's older uncle. This man, though in the military, apparently spent a great deal of time at home and was very willing to help Ngoc. Several more trips were made to NRC in order to fit the braces, etc. Finding a member of the family who could accompany the worker and Ngoc remained a serious problem. The mother was able to go once more, but at one point a young friend of Ngoc's teenage uncle had to be recruited.

In the following weeks the worker stopped quite frequently to see this family and emphasized the importance of regular exercises for Ngoc. She also tried to convince the grandmother that the braces and boots were not too heavy or harmful for Ngoc. To the contrary, they would help him recover more quickly. The family was most receptive to these visits and the worker's advice; however, they complained that when they tried to make Ngoc do his exercises he would resist and only half-heartedly do them. On the other hand, because Ngoc was perhaps a bit fearful of the worker, whenever she came and exercised him, he was most cooperative. Thus, the worker also started assuming more responsibility for the actual exercising of Ngoc. All members of the family, though, remained involved in the project and the older uncle was even thinking of trying to build a special walking ramp with rails for Ngoc to practice on.

With such frequent and close contact, the worker gradually came to know the whole family better. She learned that one of the aunts, Hong, had been suffering from severe mental depression ever since Tet of 1968. The worker suggested the family might want to take her to Cho Quan Hospital for professional treatment and examination. The grandmother accepted this idea, at least verbally; however, Hong balked at the idea of going anywhere new and strange. The worker received the impression that the grandmother never seriously pursued the issue with Hong. The worker decided to also temporarily drop the idea, but saw it as an area for future education, encouragement and counselling.

The worker also became acquainted with Thang, Ngoc's teenage uncle. Seventeen years old and apparently an adopted child of mixed parentage, he appeared to be unhappy and uncomfortable in the home. While the worker did not feel she was the best person to try to develop a close relationship with Thang and directly counsel him, she did tell him about the Center's activities and he became involved with the youth

group in preparing for the Mid-Autumn Festival. Through this activity he came into close contact with one of the Center's male social workers and began to develop a strong relationship with him.

The family became involved in the Center in yet other ways. The worker persuaded the grandmother to bring in her two grandchildren to the Well-baby Clinic to receive polio vaccine. The older uncle became indirectly involved in the Mid-Autumn Festival when he made two holiday lanterns especially for the Center. The family also invited the worker to their home socially one evening for dinner.

After several months of such close work with the family, a new problem arose in relationship to Ngoc. His father, having been reassigned to Saigon, was now living with Ngoc's mother in Bay Hien, and the parents were beginning to talk about having their two sons return to live with them. While the grandmother felt that ideally the family should be reunited, she feared that Ngoc would probably suffer from such an arrangement. She and other members of her household seemed to believe that Ngoc's mother would be too busy to take care of him well. In particular, they were afraid his exercises and the regular use of braces, boots and crutches would be seriously neglected. The worker felt that this was essentially an internal family problem, at least until a decision was made, and so, did not become too involved in the controversy at this point. Though the indecision continued for weeks, to date no changes have been made in living arrangements.

November 20, 1969
UUSC
Saigon

HUYNH THI THU THUY - SOCIAL WORKER

Re-written from the original and analyzed
by Mrs. Linda Kay Jones, American Advisor

MULTI SERVICE ASPECTS OF THE NGOC CASE

In this case the worker initially became involved because of the paralysis of one family member. However, since she used an outreach, multi-service approach, the worker was soon working not only with many other problems, but also with many other members of the family.

Hong, the mentally depressed aunt, and Thang, the unhappy teenager, were both seen as having some very real problems and needing help. With Hong, the worker embarked on what will probably be a very long campaign to convince both her and her family that she should seek professional treatment. As for Thang, with the worker's encouragement, he became actively involved in the Center's youth group.

Nor did the multi-service approach stop here. Even Ngoc's older uncle participated indirectly in the Mid-Autumn Festival. Similarly, the grandmother was persuaded to bring her grandchildren to the Center's Well-baby Clinic. Thus, though this family initially turned to the Center only for medical help, it has learned to look to the Center for assistance and services for all their problems and all their members.

ANALYSIS OF THE NGOC CASE

Though this case could be used to demonstrate many social work theories and principles, it is perhaps most instructive as a commentary on three general areas: special problems in working with families of handicapped individuals; attitudes toward mental illness; and the worker's definition of her role.

A. Special Problems in Working with Families of Handicapped Individuals

As the worker soon discovered, Ngoc's family was not ignorant of the resources available to help him, but they did lack the deeper understanding and appreciation of rehabilitative treatment necessary to motivate them to use these resources on a regular basis. This is a very common problem among families with handicapped members; it is exhibited in many ways and explained by several factors.

Firstly, the family may find it difficult to think in terms of long range plans and delayed gratification. The doctors may say the handicap could be overcome within two years of intensive treatment; meanwhile, from day to day, and even week to week, the family can see little improvement. Therefore, they are very likely to become discouraged and discontinue regular treatment.

A second very obvious explanation for many families' reluctance to

follow a rehabilitation program is simply their lack of knowledge of the whole range of opportunities it can open up for the handicapped individual. Though artificial limbs may have been available for some time in Vietnam, the physical therapy aspect of treatment is relatively new. Many families may have difficulty in perceiving such exercises as medical treatment in any sense; others simply do not realize the potential of such therapy. Thus, a mother might have known that a wheelchair could relieve her of the burden of having to carry her hemiplegic son everywhere, but it is doubtful she could have realized that with various strapping, balancing, and pivotal devices her son's minimal muscle and coordination could be multiplied many times over. He could learn to feed himself, to draw to amuse himself, and develop his hitherto "vegetating" mind in a myriad of ways.

Along with this basic lack of knowledge of the possibilities of rehabilitation, reluctance to follow a regular treatment program also stems from the families' dislike for highly visible rehabilitative aids, such as braces, crutches, glasses, etc. Though generally eager for their child to receive treatment, parents seemingly prefer the quick results of an operation. If this is not possible, they will accept the need for exercises; however, when it comes to the use of braces, etc. they often offer great resistance. Rarely will they come out and admit directly that they would be embarrassed by their child publicly appearing with such devices, but they offer flimsy excuses such as "the braces are too heavy for my son just now; we'll have to wait until he grows a bit" or"my daughter is too young to wear glasses".

Such reluctance, though certainly understandable in any country, is particularly so in cultures like that of Vietnam. Here, for so long, handicaps have been accepted rather matter of factly; indeed, among some people accepted almost as part of one's deserved fate. Further, there has been little impetus to seek outside help for such cases. The family, being the strong, cohesive unit that it traditionally is, has simply coped with the problem itself. The handicapped member is looked after by relatives and even the need for him to learn a trade so as to be able to support himself does not loom large, for he knows and the family knows that he is assured of care for life somewhere within the extended family. Thus, generally, the handicapped person has lived in the community as normally as possible. His family and neighbors grow quite accustomed to seeing his limp or cross-eyed stare, and he melts into the "natural" scene. However, were this handicapped person suddenly to wear a neck/torso brace or very strong glasses, his handicap would undoubtedly appear much more visible, at least for an initial period, to all who saw him. This prospect, of calling attention to his handicap by using unfamiliar rehabilitative aids, contributes to the family's reluctance to follow any intensive, regular rehabilitative treatment.

Yet another very serious contribution to a family's difficulty in following through on a regular program of rehabilitation is the simple logistics often involved -- time, transportation, and money. Since most Vietnamese families are rather large, the mother tends to keep extremely busy with the home and children. Currently, with so many men away in the

military, the mother may even be out working and the entire responsibility for housekeeping and child-rearing fall to an older child or the grandmother. In such circumstances, it is understandable how a request to take the handicapped member to the Rehabilitation Center for daily exercise could be totally impossible for the family. Assuming one family member could find the time to go to the Center regularly, transportation may still be a serious problem, both in terms of convenience and money. Again, seldom will a family come out and say they didn't take the handicapped person for treatment because they couldn't afford it; they will say they were just too busy to go.

Although all of the above problems encountered in working with families of handicapped individuals should be anticipated and understood, it is not suggested that they need be permanent obstacles. However, once a worker can better appreciate the basic sources of the family's reluctance, or even seeming indifference or irresponsibility, she will be able to work much more effectively with them. She will be able to offer the education, perspective, and support so they may grow in new understanding and attitudes toward rehabilitation and the development of greater independence for the handicapped.

B. Attitudes Toward Mental Illness

Though to date the mental illness of the aunt has played a very minor part in this case, the attitudes displayed toward mental illness are nonetheless important if one is to understand the total family situation. Further, in many instances these attitudes are strikingly similar to those toward physical handicaps.

For example, one sees the same ready acceptance of the problem. Though the aunt had been "depressed" for almost two years, the family had not yet sought outside help, nor apparently had any real intention of ever doing so. This might be partially explained by the limited resources in Vietnam and their own lack of knowledge of where to go for help and the improvements possible through treatment. However, the family's fear of social stigma were the aunt committed to a mental institution, cannot be dismissed.

Even more important though, is the protective role the family itself assumes here. This may be partially due to their desire to avoid any chance of public embarrassment, but is basically explained simply by the family's very deep sense of responsibility. Whereas in the West a family might be forced to seek outside help because of their small number, lack of cohesion, high mobility, etc., here the family has the stability, close-knit atmosphere, and manpower to look after the mentally ill individual themselves. Within this well insulated social unit, much more deviation in behavior can be tolerated. Thus, unless the behavior problem becomes too serious, the family does not see a need to seek professional assistance outside. This lack of demand from the public for such services undoubtedly helps to account for the slow progress in the development of mental illness resources in the community.

One final attitude toward mental illness, though not so obvious here,

might be inferred. As with physical handicaps, many individuals seem to feel that mental illness should be accepted as part of one's just fate. This too discourages families from seeking help.

C. The Worker's Definition of Her Role

Some theorists might question whether having dinner socially with a client family and regularly exercising a handicapped child are appropriate duties for a professional social worker. As with so many situations, there is indeed a very fine line between professional and unprofessional behavior in these two instances. However, rather than assuming that she need not and should not become involved in such "fringe areas", it is important that the worker remain flexible in defining her role and evaluate each case on its own merit.

In the first example cited. the worker felt she had known the family long enough, earned their respect and even their gratitude to the extent that she could accept an invitation to dinner both as their worker and their friend. Her professional role had already been so well established that she did not fear the relationship would be put on an improper basis by such an evening.

The worker approached her decision on exercising Ngoc in a similar pragmatic fashion. Though she recognized from the start and continually emphasized that the ultimate responsibility for maintaining Ngoc's exercise regimen rested with the family, she felt they needed extra support and encouragement during the early stages. Thus, she helped exercise Ngoc quite regularly in the beginning, but always with the goal of gradually teaching the exercises and the accompanying disciplinary techniques to the family members themselves. In other words, she used her role as a physical therapist to reinforce her role as a social worker, to increase her effectiveness as a social worker in the long run. Her role as a therapist would only have become improper and unprofessional if it had been permanent and/or had ever assumed a dominant rather than secondary importance in her work.

Another example of the importance of a flexible approach to the definition of the worker's role is seen in the handling of Thong, Ngoc's teenage uncle. Since the worker already had a good relationship with the family it might have been expected that she herself should try to counsel this adolescent. However, being very self-aware, the worker assessed her own feelings and capabilities, predicted the emotions and reactions of a troubled teenage boy and decided that a male social worker could work with Thong much more successfully. Thus, in this case, in defining her role, she limited it; she would only be responsible for making an effective referral; she would not try to counsel the boy herself.

INDIVIDUAL SERVICES TO NEIGHBORHOOD FAMILIES

BA UT CASE

I. Nature of the Case

A. Problem as originally presented.

The initial problem presented by Mrs. Ut was that she and her husband desired to stop having children. She was five months pregnant at this time, with her eighth child, and had had a very difficult time with her sixth pregnancy, the child eventually dying. However, she and her husband were very unsure and ambivalent about the various methods available.

B. How it came to worker's attention.

Mrs. Ut is the Chinese wife of the government official who supervised the construction of the Ban Co Housing Project. When the Center opened, Mrs. Ut was very curious about it and stopped in one day when passing. She met Mrs. Nhut and they talked a while. Several days later Mrs. Nhut visited her in her home. At this time, Mrs. Ut expressed her desire to have no more children after her current pregnancy.

C. Family background and home conditions.

The Uts are a financially comfortable family with the husband holding an apparently secure, good government position. Their apartment is clean, refinished, air-conditioned, nicely furnished, and the back room has been converted into an extra bedroom. Their children also appear clean and very well taken care of.

II. History of Previous Treatment or Service Rendered from other Agencies.

Mrs. Ut had received no previous help in the area of family planning. She had received special medical treatment at Tu Du Maternity Hospital after her difficult sixth pregnancy. Mrs. Ut had some prenatal care during her seventh pregnancy, but to date, none during her imminent pregnancy.

III. Present Problem

A. As stated by the family.

Mr. and Mrs. Ut see their problem as simply finding out how they can safely stop having children.

B. As analyzed by the social worker.

Initially the worker perceived the problem as did the Uts, that they simply needed to become informed about family planning. However, gradually other problems have become apparent.

First, Mr. and Mrs. Ut remain very fearful and mistrustful of all methods of family planning even though they have received detailed explanations of them, both from medical professionals and other mothers. This continued resistance probably stems from the knowledge that some of their friends had poor experiences with family planning methods and also Mrs. Ut's general tendency to prefer Chinese medicine and distrust Western medicine.

Secondly, the Uts are still procrastinating on coming to any decision on the issue. That Mrs. Ut is pregnant is a logical excuse, but the worker fears they will keep on delaying the decision, even after Mrs. Ut delivers, and that she may become pregnant again.

Finally, Mrs. Ut's health is worsening. Though she comes to the Center's pre-natal clinic, she does not appear to take the midwife's advice as to proper rest and diet seriously; she has also refused to take some medicines. She is continuing to lose weight and appears weak. If this condition persists, the midwife fears Mrs. Ut may have a very difficult delivery.

IV. Service Rendered to Help the Problem and Progress
June 16

When the worker visited Mrs. Ut in her home, she very quickly raised the problem of how she and her husband could stop having children. She said she had considered having a hysterectomy when she delivered her baby this time. The worker offered some words of caution on this method, saying if the ovaries were completely removed, a woman's personality sometimes changed, while if the ovaries were only tied they sometimes came undone and the woman conceived again.

Mrs. Ut also talked about the possibility of her husband's being sterilized. He is very worried about the possible dangers of birth control to his wife and feels perhaps he is the one who should undergo treatment. If something should happen to him it would not be so bad, but if something happened to his wife all their children would lose a mother. However, one of the Uts' friends was sterilized and has since been impotent, so naturally they are reluctant to try this method.

The worker then mentioned the use of pills and the IUD. Mrs. Ut had heard of these but had been told they made one sick. The worker replied that this wasn't usually the case and that many women, both old and young, were successfully using them, though perhaps it did take the older ones a little longer to get used to them. The worker then mentioned Hung Vuong Hospital and explained its assistance in family planning.[1] She offered to accompany Mrs. Ut there so she might attend the "mothers" classes and talk with the doctor.[2] Mrs. Ut was

[1] See page 31

[2] See page 31

quite receptive to this idea and plans were made to go.

Before leaving, the worker also pointed out that the Center had a pre-natal clinic, explaining the various services offered and the importance of pre-natal care. She invited Mrs. Ut to come to the clinic the following Tuesday for a check up. Mrs. Ut seemed quite eager to come.

July 1

The worker accompanied Mrs. Ut and another interested woman from Ban Co to Hung Vuong Hospital. During the "mothers' class" the three major methods of family planning (pills, IUD, and condum) were carefully explained, complete with the use of models and diagrams. Mrs. Ut was able to ask questions of the nurse and also of the other women there, some of whom were already using IUD's and were just back for check ups. After the class she talked with Dr. Thuy and asked if the doctor could guarantee that she would suffer no side effects from using the pills or the IUD. Dr. Thuy said she could not give an absolute guarantee, and that a few women did have trouble. However, these cases were the exception and usually due to psychological problems rather than physical. Mrs. Ut then asked about sterilization for men, where it could be done and the potential side effects, particularly impotency. Dr. Thuy referred her to the Seventh Day Adventist Hospital and again said no absolute guarantee could be given. Some men did become impotent after sterilization because of their lack of psychological adjustment, but once more this was the exception rather than the rule.

Mrs. Ut left Hung Vuong obviously very dissatisfied and still fearful and mistrustful of all family planning methods. The worker urged her to go with her husband to the Seventh Day Adventist Hospital for further information. However, Mrs. Ut was very reluctant, expressing extreme distrust in doctors in general. She believed the doctors would tell them everything would be okay, just so they could operate and get the Ut's money. The worker tried to assure Mrs. Ut that the doctors would not lie to her, that she should trust them. Finally, Mrs. Ut said she would have to discuss the idea with her husband.

Other Visits in July - August

The worker met Mrs. Ut many times, both in her home and at the pre-natal clinic. She and her husband continued to procrastinate in making a decision either to visit the Seventh Day Adventist Hospital or to use any other family planning mehtods. The worker tried several times to set up an appointment for Mrs. Ut to meet with some other women in Ban Co who were successfully using the pill or IUD. However, Mrs. Ut always claimed to be too busy.

In her visits to the pre-natal clinic, Mrs. Ut's mistrust of Western medicine and doctors again expressed itself. She refused some medicine given to her after the first dosage and also ignored

the midwife's advice as to how to take care of herself. Her health has continued to deteriorate and the nurse is worried about her baby and delivery.

[1] Hung Vuong Hospital has one of the two government sponsored pilot research projects in family planning in Vietnam. The program was started in January 1968 and eligible women receive free consultation, check ups, insertion of IUD's or supplies of pills. The clinics are called "Family Research Clinics". Ostensibly the Clinics were established for purposes of studying the "extent of interest and willingness" among Vietnamese women to engage in family planning.

[2] These "mother's classes" are short, informal sessions during which a midwife carefully describes and explains three family planning methods: the IUD, pills and condum.

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UUSC
Saigon

NGUYEN THI NHUT - SOCIAL WORKER

Re-written from the original and analyzed
by Mrs. Linda Kay Jones, American Advisor

MULTI-SERVICE APPROACH TO THE BA UT CASE

While the original problem presented was that of family planning, the worker soon became concerned with Mrs. Ut's pre-natal care and invited her to the Center's clinic. As the relationship with the family developed, Mrs. Ut's son was also brought into the Center, participating in the lantern making classes and attending one youth picnic. This same boy was later selected to make a short speech at the Mid-Autumn Festival representing the children of the neighborhood and both his parents received invitations as special guests for the occasion.

ANALYSIS OF BA UT CASE

A. Factors important in understanding case

1. Family planning law in Vietnam.

Much of the ignorance and ambivalence about family planning seen in this case must be attributed to the current Vietnamese law prohibiting family planning. Under this statute no woman may legally practice family planning unless she is at least thirty years old and has five living children. Exceptions may be made only if the mother's health is endangered by continued pregnancies. Though a bill calling for reform of this law has been sent to the Lower House, to date it has not been acted upon.

Thus, clear, reliable information about family planning methods is not readily available, particularly to women in lower income groups. Similarly, there is certainly no widespread, popular campaign for acceptance of family planning which would help convince and motivate couples such as the Uts who are so fearful and unsure.[3] Private doctors do insert IUD's and pharmacies openly sell pills; however, to take advantage of either source requires a degree of sophistication and a level of income that many lack.

2. Attitude toward Western medicine.

The Vietnamese have been using Chinese medicine for thousands of years. Western medicine, while receiving a very high degree of acceptance is still sometimes regarded with suspicion. This is particularly true among people, such as Mrs. Ut, who are ethnically Chinese. In this case, her preference for Chinese medicine and her lack of trust in Western medicine and doctors in general were very significant

[3] It should be noted that the war and the significant decrease in population also directly contribute to this lack of a general recognition of the need or worth of family planning.

factors and help explain her feelings, behavior and reactions.

B. Evaluation of Worker's Performance

When evaluating the worker's performance, two points are worth special note: the worker's giving of medical advice, and the lack of involvement of the husband in the case. Were the setting of this case Western, a supervisor might seriously question these. However, when seen in light of the Vietnamese culture, they are more understandable.

The worker's distrust of a hysterectomy or tying of the ovaries probably reflects both a slight apprehension of family planning and a tendency to accept hearsay as prover medical fact. Both of these are spawned by the culture and directly related to the two factors discussed above. When family planning has been so long repressed here, it is understandable that even if a worker has intellectually accepted it, she still may retain a few deep-seated emotional reservations that occasionally surface. Similarly, in a country where Chinese folk medicine has been used and trusted for thousands of years, long before Western-trained doctors with their emphasis on professionalism began to practice, there is still a tendency to see medicine as a layman's concern. Thus, neighbors are consulted on diagnosis and treatment, and medical opinions and information passed along as complete truth, rather than partial truth or perhaps even mere rumor and superstition. For both these reasons then, the worker did not hesitate, indeed, probably felt it was her responsibility, to tell Mrs. Ut of the dangers of a hysterectomy.

The worker's failure to involve the husband directly in the case might also be explained by cultural factors. Firstly, the worker here is a woman, and traditionally female visitors, unless close family friends, are only received by the women in the home. Similarly, men usually sit down and talk only with other men. Thus, all parties concerned would probably be very hesitant to suggest a joint meeting. Secondly, and even more basically, such personal problems have been traditionally kept within the confines of the family. Further, if help from a community agency were ever sought on such an intimate subject as conception, it would probably be the wife who would raise the question, not the man. This perception of the man's role as not including any open involvement with such matters, or as being above them would likely be particularly strong when concerning such a controversial matter as family planning. Thus, though Mr. Ut might be anxious for his wife to practice some method of family planning, or even be willing to undergo sterilization himself, it is very unlikely that he would feel comfortable discussing this with a female social worker. He would probably only talk it over with his wife, close male friends, and a doctor.

C. Basic learning experience in case

Perhaps most basically the case demonstrates that even when there is a real degree of motivation present, an individual may remain

very ambivalent and fearful of a certain course of action. Thus, in order to be effective, the worker must recognize the significance of the fears, understand their source and expression, and then offer a great deal of information, interpretation, and support.

INDIVIDUAL SERVICES TO NEIGHBORHOOD FAMILIES

HON-NGA CASE

I. Nature of the Case

A. Problem as originally presented.

The problem presented by Mrs. Hon was the behavior of her ten year old adopted daughter, Nga. Nga is a very active child who does not do well in school, spends a great deal of time away from home with friends, and at times steals money. Her parents find her difficult to control and discipline and desired to enroll her in a Catholic school.

B. How it came to the worker's attention.

The worker first met Mrs. Hon through a friendly home visit in the neighborhood. She followed up this initial meeting with other visits, trying to interest Mrs. Hon in the Center's activities. After several such conversations Mrs. Hon began to tell the worker about her troubles with Nga and seek her help.

C. Family background and home conditions.

The Hons are a financially comfortable family, by Vietnamese standards. They were not victims of the Tet offensive and thus entitled to a Ban Co apartment, but bought the apartment directly from its original owner. It has been refinished and is always clean. Mr. Hon works for the city's electrical department and, until just recently Mrs. Hon sold ice cream from a vending machine in her home. She is now doing some sewing on the side.

II. History of Previous Treatment or Service Rendered from Other Agencies.

The Hons had received no help from any other agencies in connection with Nga.

III. Present Problem

A. As stated by the family

The Hons see their basic problem as the overall behavior of Nga -- her lack of discipline, her stealing, her going around with friends in the streets, her poor school performance, etc. They had decided the best approach to the problem was to place Nga in a highly structured school situation, where she would be closely governed at all times. Thus, the problem they presented to the worker was that of enrolling Nga in a Catholic boarding school.

B. As analyzed by the social worker

The worker also perceived the basic problem as Nga's overall behavior and agreed that placing her in a very structured school setting might be of help. However, in addition, the worker saw a problem in the parents' handling of the child. Mrs. Hon appeared to be too busy with her business affairs to spend much time with Nga or to supervise her homework.

IV. Service Rendered to Help the Problem and Progress

May 28

Initial home visit.

June 7

After some general conversation, Mrs. Hon told the worker about her problems with her only child, a ten year old girl. Nga is a poor performer at school, runs around the neighborhood all day with friends, and also steals money from her mother's cash box. Her parents find it very difficult to effectively discipline her, and are also afraid she might be abducted while out in the streets. They agreed that perhaps the Sisters in a Catholic boarding school could handle Nga better. Mrs. Hon said money was not a problem; they would do anything to see that Nga grew up right. The Hons had already asked some friends to try to get Nga into such a school, but in case they failed, Mrs. Hon asked if the worker might help them. The worker said she would certainly try, but suggested they wait a while first, to see if the Hon's friends would be successful. Mrs. Hon agreed.

June 16

Mrs. Hon told the worker she did not think their friends were going to succeed and asked if she knew of any Catholic schools. Drawing upon past experience, the worker briefly described the four schools she was familiar with, among them the Regina Paces School. Mrs. Hon said she would discuss these with her husband.

June 19

Mrs. and Mrs. Hon had decided that Nga should go to the Regina Paces school. It had facilities for boarding students and also offered a home arts program in which Nga had an interest. Mrs. Hon asked if the worker could inquire as to the application procedures and monthly fees.

As the worker was leaving, Nga ran after her, begging her not to apply for Nga to go to boarding school. She said she was afraid of the Sisters. The worker told Nga she should not be afraid of them, that they would take good care of her. They would explain things in class she didn't understand and help her with her homework. They

would also teach her songs, dances, sewing, and embroidery and Nga would make many new friends. Further, every Saturday, her mother would pick her up and she could spend the weekend at home with her parents and her old friends. The worker also explained that her parents wanted to send her to a boarding school, not because they were abandoning her, but because they loved her so much. They wanted her to have the very best education possible so later she could enter a good profession. Many children would like to go to school, but their parents cannot afford it, so Nga should feel lucky indeed and should try to study hard and please her parents. Nga seemed to understand the worker's comments and responded favorably. She agreed to go to boarding school.

June 21

The worker went to Regina Paces School to find out about class schedules, application procedures and fees. She then reported her findings to Mrs. Hon:

1. Summer classes would run from June 15 - August 15.

2. Application for the regular school year could be made from June 2nd - June 26th.

3. Room and board fees is 3,500 $VN per month.[1]

4. Tuition for grades 3-5 is 400 $VN per month.

5. There are special classes available which combine two years' curriculum into one. They are designed for children who are behind and want to catch up.

6. Tuition for these special classes is 1,200 $VN a month for half days, and 2,000 $VN a month for full days.

7. Nga could start summer school July 1, if the family decided this was what they wanted.

Mrs. Hon seemed very pleased with the information, particularly with the special classes. She confided that Nga, who will be in the third grade, should actually be in the fifth. She had had to repeat one year and then the disruption of the Tet offensive of 1968 had caused the Hons to move around a lot, so she had missed school for another year. Mrs. Hon took the application forms and said she would get all of Nga's papers ready to submit.

June 23

Mrs. Hon said her husband was taking care of Nga's papers for school (transcripts, medical certificate, pictures, etc.) and every-

[1] The dollar sign her stands for Vietnamese piasters. The current rate exchange is approximately 118 piasters to $1.00 U.S.

thing would soon be ready. She then asked if the worker could accompany her and Nga to Regina Paces for registration. The worker said she would. Mrs. Hon then went on to say that Nga was not really their own daughter, but they had taken her when she was just a baby and the adoption had been legalized. She added that very few people in the neighborhood knew this, and they had never told Nga. She suspected, though, that Nga had some idea because some of her friends have told Nga she is adopted. However, Mrs. Hon was not really concerned for Nga had always retorted, "I might be adopted but my parents love me, and its none of your business".

June 24

The worker met Nga and her mother and went to Regina Paces. Mrs. Hon had decided Nga should be a semi-boarding student, going to class all day and then coming home, but eating her lunch at school. However, the Sister in charge said there were only two choices for summer school, to be a half-day student or a full boarding student. Mrs. Hon decided that Nga should go only half days and paid the tuition. She also told the Sister about some of their problems with Nga. Mrs. Hon seemed very satisfied with the visit, and Nga would start school on July 1.

June 30

The worker stopped to check on the final arrangements. Mrs. Hon proudly showed Nga's new school uniform and said everything was ready for the 1st.

July and August

The worker met Mrs. Hon several times. She said Nga was going to school regularly, but was very afraid of her teacher, whom she thought very strict. However, the Hons were delighted as this is what they thought their daughter needed. However, Nga was still only in school a half-day and so could continue to roam the neighborhood in the afternoon. The worker surmised the Hons did not think the summer arrangement could help Nga enough and were very anxious to board her at Regina Paces come the new school year.

September 2

Mrs. Hon contacted the worker and was obviously upset. She had gone the day before to enroll Nga for the new school year. She had wanted Nga to stay in the dormitory, but the Sister told her she had not made the request in advance and now it was too late; Nga could only be a semi-boarding student. Mrs. Hon became very upset and finally withdrew all of Nga's papers from the school. She now wanted to know if the worker could intervene and help get Nga back in school as a full boarding student. The worker said she would try but was not sure she would be successful. She also tried to explain to Mrs. Hon why perhaps it was not so wise to have withdrawn all of Nga's papers.

September 3

The worker went to Regina Paces and talked to the Sister in charge, trying to explain why the family was so anxious to enroll Nga as a boarding student. She refreshed the Sister's memory about Nga's behavioral problems. Finally the Sister agreed to accept Nga as a boarding student and asked that her mother bring her back with two copies of all her papers. Mrs. Hon was delighted when the worker told her the news.

September 3 - 6

The worker learned that during this period the following events took place:

Mr. and Mrs. Hon decided they would try to scare Nga a bit so she would be more likely to accept boarding school and do well there. Mrs. Hon pretended to get quite angry, saying if Nga did not start shaping up both at home and school, they were going to get rid of her for good. Nga was then temporarily "exiled", being sent away with her grandmother to the provinces with only two sets of old clothes. The grandmother had agreed not to treat Nga too nicely and to tell her that if she behaved better her parents might take her back. Nga cried all the time, wanting to go home. Finally, on Saturday her grandmother took her back to her parents. That evening, Nga went to the Buddhist temple and prayed for her parents' health and that she might be enlightened so she could do well at school. Meanwhile, over the weekend, Mrs. Hon had prepared all of Nga's belongings for school.

September 8

The worker and Mrs. Hon took Nga to school and together, with one of the Sisters showed her the classrooms, her dormitory, etc. Before leaving her they made sure Nga understood that her mother would come back on Saturday to take her home for the weekend. Nga did not cry but was on the verge of tears most of the time.

September 14

The worker happened to see Nga in the neighborhood on Sunday and asked her if she liked school. The worker urged her to be sure and ask the Sisters if she wanted to know something or needed anything.

September 15

The worker spoke to Mrs. Hon to hear her reactions to Nga's first week at school and her first weekend at home. Mrs. Hon was very happy saying that Nga was afraid of everyone at Regina Paces, but that she really believed the school could help Nga. She said Nga had had diarrhea for two days but had been too scared to tell anyone. The worker

asked if Mrs. Hon had explained to Nga that she should not be so afraid, that she must tell the Sisters if she is sick. Mrs. Hon said she had. The worker surmised that the Hons were very satisfied with the new school arrangements at the moment.

September 30, 1969
UUSC
Saigon

NGUYEN THI NHUT - SOCIAL WORKER

Re-written from the original and analyzed
by Mrs. Linda Kay Jones, American Advisor

THE MULTI-SERVICE APPROACH TO THE HON-NGA CASE

The initial problem presented was that of enrolling Nga in a private boarding school. The worker worked on this for quite some time, involving both the mother and daughter directly, and the father indirectly. During this time Nga also started participating in the Center's lantern classes for the Mid-Autumn Festival. Later, when Mr. Hon suddenly died, the worker, because of her close relationship with the family was able to provide them some comfort and support. Shortly after Mrs. Hon was widowed, the worker was able to persuade Mrs. Hon to attend health and sanitation meetings at the Center. Thus, while the worker started working with only one problem and one member of the family in this case, through the Center's multi-service approach other problems were worked on and other members served.

ANALYSIS OF HON-NGA CASE

In order to better understand the dynamics of the Hon-Nga case, there are perhaps three basic cultural factors which must be considered: attitude toward adoption, use of fear in child discipline, and responsibility for child rearing.

A. Attitude toward adoption.

In Vietnam there is a tremendous emphasis placed on having one's own children. There is perhaps partially rooted in the Buddhist religion, where a man's children must look after his spiritual needs after he dies by performing certain ceremonies, etc. It may also stem from the strong Chinese belief in the necessity of continuing the family line. In both instances, an adopted child is very often viewed as an inferior or inadequate substitute, or even incapable of serving these functions. For instance, an adopted child could legally inherit his father's estate, but it is more likely that the estate would revert to his father's brother or some other relative and thus remain within the "true" family bloodline.

It would seem likely that the whole syndrome of emotions and responsibilities that revolve around having one's own children may partially explain the prevailing attitude toward children. There appears to be a general feeling that parents do not love adopted children as much as their own. Therefore, if parents do love their adopted child very much, it is unlikely they would ever tell him he is not their own child, at least until he was approaching adulthood. Even if a child finds out on his own that he is adopted and his parents are aware that he now knows, the subject may still never be discussed between the parents and the child. Thus, whereas a western social worker might have considered the question of adoption as very basic to the case and perhaps advised the parents to think of Nga's possible insecurity before taking certain disciplinary actions or making new educational plans, the worker did not appear to perceive Nga's adoption as even relevant.

B. Use of fear in child discipline

Had a western social worker observed the Hon's scheme for scaring Nga, she might have seriously questioned the wisdom of such an approach to child discipline. However, the worker expressed no particular concern about the incident. When asked for her reactions, she laughed a bit and said although she would not have done this to her child, she did not think it did any real harm.

Such an acceptance of the use of fear in child discipline is apparently very common. When teaching a child obedience, it is more likely to be couched in terms of threats than love. It is thought a young child will more often obey because he is scared, rather than because he loves his parents or has a well-developed sense of conscience. One of the most common threats used is that of sending the child away. Rather than taking his privileges away after a misdemeanor, the parent will often threaten to get rid of him for good. This is seen as a particularly effective threat because the family is considered the best possible place to be.

C. Even if the worker had disagreed with the Hon's disciplinary actions, it is very unlikely that she would have said anything about them to the family. Consider, for example, in her own records the worker commented that she perceived Mrs. Hon's lack of time with Nga and her failure to supervise her homework as basic problems. However, the worker never mentioned this to Mrs. Hon. Similarly, at one point the worker wrote that she did not think Nga's stealing would be such a problem if the money were not so readily available. However, again this idea was never communicated to Mrs. Hon. Apparently, the worker simply did not feel that giving advice to Mrs. Hon on how to raise her child was part of her role.

To understand this attitude, it is probably necessary to go back once again to the concept of the family. Traditionally a very strong, cohesive unit, the family regards the rearing of children as almost entirely its own concern. Outside interference, except from very close friends, is not common, nor would it likely be appreciated. The one obvious exception to this is the family's perception of schools as a place which may, and indeed should, help in rearing the child. This is very clear in the Hon case where the parents see a Catholic boarding school as the solution to their problems with Nga. Such a school, unless it is one of the very expensive and elite, is often regarded as almost a semi-correctional institution which specialized in "preventive" care. It should be noted, however, that the concept of guidance or counselling is not involved here. The school's role is seen almost strictly as a disciplinarian.

UNITARIAN UNIVERSALIST SERVICE COMMITTEE
SAIGON - VIET NAM

SIX MONTH PROGRESS REPORT
(December, 1968 - July, 1969)

I. INTRODUCTION

Currently, under its first year contract, Unitarian Universalist Service Committee is developing a Demonstration Multi-Service Neighborhood Center within the setting of the Ban Co Housing Project in District 3 of Saigon. In conjunction with the community programs to service this heavily populated area, the Center is also serving as a social work training center for its Vietnamese staff members. Presently, the Center is located in two apartments of Ban Co Houses.

The purpose of the Multi-Service Neighborhood Center is to create, provide and coordinate such health, welfare, educational and social services which are relevant to the needs of the people of the area, and which are technically feasible to bring about, given the human, physical and financial resources at our command. In cooperation with the new residents of the Ban Co community, the Neighborhood Center is attempting to develop social services and social development programs for children, youth and adults, both for those who reside in the new buildings and for those living in the blocks nearby.

The Multi-Service Neighborhood Center, as projected through the philosophy of UUSC, is to be a demonstration of an inter-disciplinary, comprehensive neighborhood agency which will lend itself to an harmonious integration of various social, educational, medical and cultural activities.

UUSC also views the Multi-Service Neighborhood Center as having excellent potential for the training of social workers in an "on-the-job", practical situation, where remedial work, problem-solving and preventive programs are carried on simultaneously. This is in order to help meet the critical need for social work education in Vietnam today and to encourage performance on professional levels. Training emphasis in the Multi-Service Neighborhood Center is being placed upon increasing social workers' skills and sensitivity for understanding and dealing with human needs and for relating these more sharply to good social planning. The Vietnamese staff are being taught to function flexibly and experimentally in the establishment of programs which are meaningful to the people, and, in particular, with reference to their unique application to a planned housing community.

II. Unitarian Universalist Service Committee Arrives in Vietnam:

Chief of Party	Arrived Saigon	December 16, 1968
Administrative Ass't.	"	December 20, 1968
U. S. Advisor	"	January 27, 1969
U. S. Advisor	"	April 21, 1969

III. Vietnamese Staff Hired as follows: (Present Total - 11)

Interpreter-Translator	Nguyen Thi Kim-Chi	March 1, 1969
Receptionist-Typist	Truong Thi Lien	April 1, 1969

Social Work Practitioner-In-Training

1st.	Nguyen Thi Nhut	March 15, 1969
2nd.	Bui Thi Hien	May 1, 1969
3rd.	Huynh Thi Thu Thuy	May 1, 1969
4th.	Nguyen Thi Viet Hang	May 1, 1969
5th.	Trinh Viet Trung	May 19, 1969
6th.	Ung Thi Huong	May 20, 1969
7th.	Nguyen Thi Sam	June 1, 1969
8th.	Nguyen Van Hau	June 28, 1969
9th.	Le Ngoc Su	July 15, 1969

In making the above selections, approximately 50 applicants were screened and/or interviewed, in the initial search for staff.

The entire Vietnamese social work staff has been selected on the basis of each person's avowed interest in a social work career and in professional training and education. In addition, work experience, formal education, volunteer experience, social orientation, evaluative references and over-all personality fitness were seriously weighed in order to arrive at an assessment of the individual's readiness for the work involved in performing as a community social worker.

The majority of the Vietnamese staff who were selected have between one and four years of University education. At present this applies to eight of the total group.

This staff, it is hoped, will become experienced not only in the multiple aspects of social work but also in the skills and knowledge that relate to the special problems unique to public housing communities. such as, problems of relocation, adjustment to a new and different environment and the need to develop social resources for the new population.

IV. Selection and Acquisition of Site and Facility to Conduct a Demonstration Multi-Service Neighborhood Center.

On April 18, 1969 keys to a facility which could be developed as a Center were officially presented to Unitarian Universalist Service Committee by the Government of Vietnam, Ministry of Health, Social Welfare and Relief.

From the date of arrival of the Chief of Party until April 18, numerous meetings and contacts were held with personnel of USAID/ Social Welfare, Ministry of Social Welfare, Saigon Prefecture through the Mayor's Office, Housing Directorate of the Ministry of Public Works, SCAG (Saigon Civil Assistance Group of the U.S. Mission) to consider and implement decisions concerning selection of the site and space for the establishment of a Multi-Service Neighborhood Center. Discussions were also held with representatives of private agencies, who were acquainted with the Saigon scene and who could give reliable, seasoned opinions.

Meetings, consultations and interviews took place during this period with the following:

USAID - CORDS/REFUGEE DIVISION

John E. Thomas, Former Division Chief, CORDS/REFUGEE

Louis A. Weisner, Former Deputy Chief, CORDS/REFUGEE

William Bacon, Former Chief, CORDS/REF/Social Welfare

Robert L. Davis, Acting Chief, CORDS/REF/Social Welfare

David M. Rybak, Adm. Liaison, CORDS/REF/Soc.Wel. & Ministry of Soc. Welfare

Robert W. Wulff, Former Chief, CORDS/REF/Volag

Paul D. Larson, Acting Chief, CORDS/REF/Volag

GOVERNMENT OF VIETNAM

MINISTRY OF SOCIAL WELFARE

Dr. Ton That Niem, Director

Vo Huu Khanh, Director of Social Improvement

MINISTRY OF PUBLIC WORKS

DIRECTORATE OF HOUSING

SAIGON PREFECTURE

Mayor Do Kien Nhieu

Duan Nhu Bich, Secretary-General

Cao Van Tich, Chief, Dirstrict 5

Nguyen Hun Cong, Former Chief, District 3

Nguy Nhu Qua, Phuong Chief of Cong Hoa

SAIGON CIVIL ASSISTANCE GROUP
of
U. S. MISSION

Hatcher M. James, Jr., Associate Director, SCAG

John E. Ormond, Jr., SCAG/ Community Development

Carl Kern, SCAG/ Social Welfare

Eugene L. Holcomb, SCAG/District 3 Representative

In one of the early meetings with representatives of the Ministry of Social Welfare it was proposed that UUSC consider establishing the Demonstration Center in the area of the new Ban Co Government Houses. These four-story buildings - a total of ten (10) structures containing 1,396 apartment units - were built by the GVN for families whose homes were destroyed during the 1968 Tet and May offensives. By locating the Demonstration Center within the Ban Co Houses, it was hoped it could serve as a prototype for planning similar centers in future government-sponsored housing projects.

UUSC felt strongly that the creation of a Center within the heart of a new housing project provided an opportunity to highlight the importance of social planning whenever new communities are in the making. As has been true in Western countries during the early history of government-sponsored housing, it was pointed out that there is usually a tendency to overlook the importance of community services for the incoming residents. Overnight new communities are formed. But, in most instances, there is little provision for professional services or experienced leadership to develop the "social cement" so necessary to convert housing structures into human neighborhoods.

Due to the lack of advance planning, the Ban Co Houses were actually completed before the idea for a demonstration center was introduced. Therefore, even after discussions with the Ministry of Social Welfare led to its acceptance, space immediately became the number one problem. There was no land left on which to build a Center; and there was no existing facility which could be adapted for social uses. The importance, however, of establishing the principle of an identifiable social unit within the Housing Project took on sufficient momentum so that eventually the use of two apartments was suggested as a base for beginning and launching a pilot Center program.

This was warmly endorsed by the Mayor's Office, and there ensued the necessary steps to obtain two apartments within one of the new structures. The keys presented to UUSC on April 18 gave our agency entry to apartments #009 and #010 on the ground floor of Building J.

The total floor space for each apartment, figured from front to rear, is approximately 10' X 37'. Each of the two apartments has a separate entrance. Each consists of a front room, a middle area which is partially under an open sky-light shaft and a rear space with a built-in concrete slab table, obviously intended as the kitchen. There is a flush toilet in each apartment and a separate indoor spigot for water supply.

At the point of transfer of the apartments from Housing Directorate to Ministry of Social Welfare to UUSC, the interiors were still in a relatively unfinished state. Finishing of floors, walls, partitions, and securing the middle area from rain becomes the responsibility of the new occupants. Water and electricity are additional items which are provided only after each building is fully occupied. At this time the UUSC is still awaiting these utilities as Building J is just now in the process of receiving its quota of families.

V. Physical Development and Adaption of Two Apartments as a Facility for Neighborhood Services.

The combined space of the two apartments has the potential to serve in the following manner:

1. As a beach-head for establishing the presence of a Neighborhood Center concept within a publicly sponsored housing development for lower-income population.

2. It makes possible the establishment of an entity which can be recognized as a helping agent to the people of the community.

3. It is the physical headquarters for the social workers who operate out of the Center as they engage in - a) getting acquainted with people in their homes and in the streets; b) determining interest levels and needs; c) organizing neighbors for self-help and self-development, and, d) disseminating program information and communicating the Center's interest in working jointly with the community.

4. It provides accomodations, on a limited scale, for:

   a) Meetings for small groups, committees, and classes for Adults and Youth.

   b) Leadership and advisory assistance for planning and organizing health and welfare improvements for the wider community.

   c) Counseling, guidance, and referral help to families and individuals.

   d) Headquarters for supervised outdoor playground and recreational activities for children.

   e) Part-time medical services requiring a minimum of equipment.

In the physical completion of the Center, most of the materials, which included cement, sand, floor tile and paint, were furnished by USAHAC, Civic Action.

Community funds were contributed through the Phuong Chief's Office to pay for labor to tile the floors.

SCAG representatives were helpful at all times with suggestions and contacts for obtaining the assistance we needed to convert the apartments into a social facility.

Staff and volunteers painted the entire center.

VI. Service Area of the Demonstration Multi-Service Neighborhood Center

The immediate service area of the Center includes well over 2,000 families. This includes the families who occupy the 1,396 apartments

in Ban Co (many contain more than one family unit) and a percentage of families who live in the adjoining blocks. This area lies within Phuong Cong Hoa in District 3, parallel to Nguy n Thien Thuat Street near Phan Thanh Gian Street. Phuong Cong Hoa has a common border with District 5. The Ban Co Houses are very near this boundary.

As the Ban Co Housing neighborhood is taking shape, socially speaking, it has seemed most fortuitous that a unit of social work personnel could be made available through the USAID/UCSC contract in order to introduce programs as the residents adjust to their new environment. Under the circumstances, this has seemed strategic and timely and well may serve to head off the common tensions and frustrations so often associated with the early adjustment among families, the majority of whom are strangers to each other.

With the spotlight on the total community, and with built-in mechanisms for sympathetic listening to and involving the people themselves, instruments can be developed for promoting neighborhood leadership, a sense of belonging, achievement, community morale and feelings of rootedness that come through working together. One of the primary aims of the Demonstration Center is to serve as such an instrument.

VII. Development of the Program

To date, six different program units have been initiated, each with its individual set of objectives, program content and methodology. The following are in progress:

1. Social Survey and Research

Survey and collection of data concerning health, welfare and educational resources available to the residents in the neighborhood were initiated immediately following the hiring of our first social worker. The goal is to know and better understand these resources so that the Center can play an effective and intelligent role in referring, coordinating and expediting delivery of services to those in need of special assistance

A Resource File is currently underway, prepared in English and Vietnamese. Categories of services which have been observed and recorded by staff visits include: Family Assistance Agencies, Health Services, Orphanages, Day-Care Nurseries and Kindergartens, Physical and Rehabilitation Centers, Popular Restaurants, Social Centers and Social Classes, Elementary Public Schools.

Thus far, we have concentrated primarily on agencies located within District 3, with the exception of health and rehabilitation resources which are usually city-wide. To date all agencies have been personally visited by one or more of the Ban Co Center Staff.

2. Home Visiting Program.

Each of the 10 buildings within the Ban Co Housing Project now has a Neighborhood Center social worker to visit the families living there. The objective has been to get acquainted with the people and establish relationships and understanding between the residents and the Neighborhood Center. While visiting in the homes, the social worker attempts to interpret to the family the nature and purpose of the Center so they will know who we are, what our capabilities are and why we are there.

Another key purpose of the home visiting program is to involve the Ban Co residents by obtaining their support and participation in solving problems in their neighborhood. The social workers are therefore expected to be alert to the availability of knowledgeable, interested citizens who will participate in setting priorities for the Center's programs. The Center is intended to serve all age groups. Therefore, leaders of all ages, including grandparents, are being recruited to help advise us.

3. Case Finding Program.

While visiting in the homes, social workers are also alert to individual social and medical problems of families and are rendering professional case work assistance. Guidance and family counseling are offered concurrently with other concrete assistance, such as helping to bridge a referral, obtaining a birth certificate, launching an out-patient program for a mother in need of physical therapy. The case story of Ngoc age 4 is attached to illustrate one case finding encountered during friendly home visiting in Building B.

4. Informal Recreation with Children (age 3 and up!)

With games and songs, the social workers of the Multi-Service Neighborhood Center have made contacts with many children in the neighborhood in and around the housing project. Literally starting near our Center doorstep, the staff has now branched out to organize play groups near each of the buildings where the worker has been visiting. Through the children the Center staff have been able to meet more of the parents and the grandparents. Some grandmothers may be seen in the singing circles organized in the streets. This out-door activity has given visibility to the Center and has signified our interest in leisure-time activities as being an important side of a multi-service program.

5. Recreational Leadership Training Program for Neighborhood Youth and Center Personnel.

The objectives of this program unit are to give youth an opportunity to train for leadership work in their own community; to expand leadership and supervision for the many children in need of well organized activities; and to expose youth to the field of recreation and group work as a significant human service.

In cooperation with the International Recreation Association located in Saigon, a training agenda has been developed to accommodate the proposal submitted by UUSC in behalf of the Ban Co youth group and staff. Nineteen (19) neighborhood youths between the ages of 14 and 18, recruited through home visits, are participating with the nine (9) social workers of the Neighborhood Center. An additional 5 participants have been referred from two Social Centers from other parts of Saigon. Thus far three training sessions have been held. Each is conducted for approximately 3 hours and includes special lectures on the subject of leadership, along with specific skills workshops in games, crafts, and songs. The program will cover nine (9) training sessions.

After the training, it is planned that each of the youth leaders will serve as assistant to a staff member of the Center in planning and managing play programs for the children of the Ban Co Neighborhood. The youth leaders also will be expected to serve as the nucleus of a neighborhood committee to organize and direct the Children's Mid-Autumn Festival in September.

One of this group's first community services consisted of the distribution of Health Department literature concerning the control of hemmoragic fever.

6. Pre-Natal/Well-Baby Clinic.

In cooperation with the Saigon Health Department and the District 3 Health Office a maternal and child health service will commence in the Ban Co Multi-Service Neighborhood Center during the latter part of July. A neighborhood group of mothers organized by the Center and calling itself the Health and Sanitation Committee joined with the staff to present justification for the need of such a Clinic and to promote other preventive health programs. The Health Department of Saigon Prefecture, under Dr. Doan Buu, has consented to assign a Mid-wife to the Center on a part-time basis, one afternoon a week, as a beginning.

This program now has been designated as Clinic #14 of Saigon Prefecture. On the basis of the high density of population within the

Housing Project, the high proportion of very young children, and the obvious high number of child-bearing females, the Clinic was felt to be an important resource for the new community.

During his site visit on July 7, Dr. Tran Phong Canh, Deputy Chief of Health Services in Charge of Planning, approved the physical facility of the Center and gave encouragement to the new Mothers Committee for Health and Sanitation, as they met with him to discuss final plans for the Clinic. Some of the mothers have volunteered to assist the Mid-wife with the running of the Clinic.

VIII. Training of Vietnamese Social Workers

Our approach is to utilize every opportunity to deepen the learning experience created by job demands for each of the social work practitioners-in-training. In an on-the-job training situation such as ours, the challenge is to distill from the local tasks which confront us the points where vision and understanding can be broadened, where experience can be enriched, where philosophy and techniques can be crystallized and merged.

We are not attempting to operate a school, nor do we have a structure for holding formal classes. Out of the daily work created by the mounting inter-action between social workers and community, there is a diversified intake of human problems, curiosity and social interests, and output of stimulation and encouragement emanating from the philosophy and social objectives which our presence represents. Under direction at all times while on the job, the social workers are being steadily helped to realize their role in attaining a synthesis of intake and output.

We are not lecturing about human needs. We are seeing them and feeling them first hand and hearing the details as we talk with the neighborhood residents.

- We see children with sores and boils on their heads, faces, arms and legs.

- We see a large empty space which is still a garbage heap and dump and should be turned into a much needed playground.

- We see and hear about the need for more public schools to serve the high rate of child population

- We see pregnant women who tell us they are not under regular pre-natal care. Many of their babies have not been properly vaccinated against T.B., smallpox, diphtheria and polio.

- We see scores of children sitting on sidewalks and in doorways with nothing to do to convert idle hours into learning or fun. Many of their mothers are away at work.

- We see garbage everywhere.

There is a great deal to do to make things happen. A force of human energy must be developed within the heart of the community to help the neighborhood find itself, gain an identity, stand for something in behalf of its residents, grow in a healthy manner for the sake of the children and families living there. The social workers are learning to become the catalysts and interventionists to help ideas and people take root, in behalf of social development and improvement.

A. During the initial phase of getting the Center launched, each practitioner's workload has demanded the use of case work, group work, community organization and program planning. The following concepts and principles of social work are presently being discussed or demonstrated through the programs previously described:

1. Concept of citizen involvement in determining priority programs and functions of the Neighborhood Center.

2. Concept of individualizing families, personalities, problems and needs.

3. Concept of implemented referral to health and welfare resources to assist and augment neighborhood casework.

4. Concept of inter-disciplinary programming to serve different facets of family and community life.

5. Concept of integration of programs and techniques for working with individuals, families and neighborhood.

6. Concept of recreation as a tool for individual and neighborhood social development.

B. In-Service training events for the social workers have been planned to provide learning experience through observation, inter-action with experts, staff committee work in the following manner:

1. Observation and Fact Gathering

Field Visits to local schools, clinics, dispensaries, hospitals and social service agencies, both public and private.

2. Contact with Specialists

Discussions have been held with medical experts for orientation in maternal and child health programs, health education, and public health concepts. Staff are currently meeting twice weekly with Recreation Specialists of International Recreation Association to learn recreation skills which will help in neighborhood work.

3. Staff Meetings and Supervisory Conferences

Meetings are held regularly each Wednesday, 11:00 A.M. - 12:30 P.M. and are based upon a structured agenda. These began on May 9, 1969. (Cf. Sample Agenda, attached.) In addition "on-the-spot" supervisory conferences with individual workers and with the staff group as a whole occur continuously throughout the working day, as needed. Supervision at this present stage is close and intensive and given by all the American advisors.

4. Committee Work

Staff are involved in their own planning committees for a) Pre-Natal/Well-Baby Clinic; b) Children's Mid-Autumn Festival; c) Recreation Leadership Training for Neighborhood Youth.

C. Recording

Related to training and with broader inplications as well, we are orienting the social workers to the importance of recording for these purposes:

1. For professional growth and training of the social worker.

2. As a supervisory tool for guidance and improving the social workers performance.

3. For the development of training materials for the teaching of social work in Vietnam

4. Family and case recording as a service to the families who are visited and/or given case work assistance.

5. For compiling the on-going resources file of health and welfare services.

6. To help the U.S. Advisors better understand dynamics of Vietnamese family life, particularly in the urban setting of Saigon,

and factors which create family stresses and individual problems.

IX. Co-ordinating Ban-Co Neighborhood with City Agencies

An important emphasis of a dynamic neighborhood-based social agency is to serve interchangeably as a community "listening post" and as an interpreter of social findings. Fact-finding and interpretations inevitably must be expressed to the administrative and planning bodies of the local and national governments who, understandably, are also in need of first-hand objective data upon which decisions and future social planning (and reform) can be based.

To date, our efforts have been directed towards becoming acquainted with representatives of various municipal services within the Saigon Prefecture. This was for the purpose of bringing to their attention the opening of the new Ban Co Housing Project as well as to convey the on-going availability of the UUSC Center to carry forward the City's interest in extending services to the residents of this area.

Contacts and planning have been started thus far with the following offices, with assistance from USAID Advisors on all levels:

1. Department of Social Welfare and Relief

   Mr. Le Ngoc Tho, Chief of City Bureau of Social Welfare/Relief.

2. Department of Health

   Dr. Doan Buu, Chief of Health Services for Saigon Prefecture
   Dr. Tran Phong Canh, Ass't. Chief, in Charge of Planning.
   Miss Nguyen Thi Hue, Chief of Midwives.
   Dr. Vu Dam, Chief of Health Services in District 3
   Mrs. Dang Thi Nuoi, Midwife for District 3.

3. Department of Elementary Education

   Mr. Pham Van Lam, Superintendant of Elementary Schools, Saigon Prefecture
   Mrs. Dinh Thi Sau, Principal, Ban Co Elementary School
   Mr. Bui Van Luong, Principal, Phan Dinh Phung Elementary School.

4. Hung Vuong Maternity Hospital and Family Research Clinic

   Dr. Pham Tu Chinh, Administrator

5. Ministry of Labor

UNITARIAN UNIVERSALIST SERVICE COMMITTEE

Staff Meeting Agenda
Wednesday, June 18, 1969

I. Recording of Home Visits: Suggestions and reminders for improving quality of recording.

The recording should include all pertinent information which gives a picture of the social, economic and educational level of the family. As you recall the experience of visiting with a mother or father, try to address yourself to some of these basic points:

The following are all the FACTS I was able to obtain concerning the family while home visiting:

1. Impact of war on family life
2. Size of the family
3. Specific occupation of the father, mother and other elders in the family
4. School attendance of children
5. How long the family lives in Saigon
6. Unemployed youth in the home
7. Health of family members
8. Interest in community participation
9. Response to specific recruitment - e.g. for Recreation Leadership Training; Well Baby/Pre-Natal Clinic; Neighborhood Committees, etc.
10. Miscellaneous, significant facts.

The following are IMPRESSIONS of various educational needs of the family:

1. Health education needs
2. Hygiene education needs
3. Nutrition education needs
4. Literacy education needs
5. Vocational education needs
6. Other apparent needs.

II. Continue discussion about plans for Well Baby-Pre-Natal Clinic.

Review content for the announcement.

III. Planning the Playground for Ban Co Houses.

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UUSC has requested the opportunity to make suggestions for the playground and we have been told that our ideas are welcome.

We will pursue the following steps in order to prepare a proposed design:

a) Staff will be consulted to assist with definition of objectives for a playground and ideas for design and equipment.

b) Staff will meet with Director of International Recreation Association to obtain advice and opinions. A meeting with Mr. Buford Bush is scheduled on Thursday, June 19 at 11:00 AM at the playground site.

c) Material for research is being secured through Special Services Library.

Unitarian Universalist Service Committee

Staff Meeting Agenda
Wednesday, July 2, 1969.

Guests: Miss Hue
Chief of Midwives
Saigon Prefecture
and
Miss Constance Collins
USAID-Public Health Advisor

Miss Hue has graciously consented to speak to the social workers of Ban Co Multi-Service Neighborhood Center about the various aspects of a Pre-Natal/Well-Baby Clinic. This is to further acquaint us with this special kind of medical service and the elements involved in making it a successful community program.

From her many years of experience in directing and supervising such clinics she will explain:

1) Fundamental values and purposes of a specialized maternal-child service;

2) How the Clinic can be coordinated with social work and health education;

3) How we can help the mothers overcome any fears or resistances to a service of this kind.

II. Staff reports to Miss Hue of reactions and comments from neighbors upon hearing about Pre-Natal/Well-Baby Clinic at our Center.

Questions - Discussion

UNITARIAN UNIVERSALIST SERVICE COMMITTEE

RECORD OF SOCIAL SERVICE

FACE SHEET

FAMILY NAME Mr. & Mrs. Le Kim Hong (Husband in Military Service)
(Father) (Mother)

ADDRESS Building B - No. 233 "Ban Co Community"

ADDITIONAL FAMILY ADULTS

Grandmother _____ _____

Aunt _____ _____

Uncle _____ _____

CHILDREN	AGE	CHILDREN	AGE
1. Ngoc	4	6.	
2. Girl	2	7.	
3. Boy	6 mo.	8.	
4.		9.	
5.		10.	

SUMMARIZE AS FULLY AS POSSIBLE:

I. NATURE OF THE PROBLEM AND HOW IT CAME TO OUR ATTENTION.

6/15 -- I went and visited the 2nd floor of Building B. In the apartment (#233) I found Ngoc (four years old), who was paralyzed from the Tet "Mau Than" offensive (about 1½ years ago). There is only a grandmother at home who takes care of him and his brother. She told me that his mother is far from home with his sister, and she is working in a mill which makes plastic curtains. His father is also far away from home in the military service. Ngoc's uncle and aunt also live in this apartment. The uncle, about twenty, is also working to obtain money, and the aunt suffers from mental depression; she is absent-minded and from

time to time experiences a crisis that makes her extremely distraught; but, she has never committed any violent acts towards the family.

Concerning the child's paralysis, I was told that before the Tet offensive, the child was in the process of learning how to walk. He could stand on his two legs very well and walk a little. But, unfortunately, the V.C. offensive occured and the family had to move to Vinh-Hoi. There, while the family was still in a very upset state, Ngoc became very ill. After a period of sickness, in which the child was very weak and had fever, the family found that he was paralyzed on one leg. He could not walk any more. "If we hold him he can only walk on one leg and he has to pull the other one forward", told the grandmother. Cause of the paralysis is still unknown to the family and they have become very discouraged as to whether he can ever learn to walk. They did tell me that due to the moving, they never took Ngoc for polio innoculations.

II. HISTORY OF PREVIOUS TREATMENT OR SERVICE RECEIVED FROM OTHER AGENCIES

I had also asked the grandmother if she had taken Ngoc to the doctor and she said that he had been brought to "Nhi Dong Hospital" many times immediately after his paralysis, - that he was given medicine and a pair of crutches with two iron boots to practice walking; but the grandmother thinks that these instruments are too heavy for the child to practice because he is still too young and too weak. She also told me that the nurse at the hospital made him practice physical exercises.

Nogoc's parents had also tried to ask "Terre des Hommes" program for him to go abroad in order to cure from his paralysis, but they did not admit him, saying that his case is not a serious one and it can be cured in Vietnam.

III. PRESENT PROBLEM

A) AS STATED BY THE FAMILY:

Since the family moved back to "Ban Co" Community, they have not followed up on any treatment for Ngoc, so they are compelled to leave him in this state. They seem to have little understanding of the importance of the exercises.

B) AS ANALYZED BY THE SOCIAL WORKER

I think that Ngoc was perhaps afflicted with polio but I am not sure, so I suggested bringing him to "Cho Ray Hospital" to see Doctor Thong who is an outstanding specialist for paralysis cases and will give us some good advice for the best way to help Ngoc's paralysis.

I also think it is important to help the family finally obtain a clear diagnosis about Ngoc's handicap so they will better understand the possibilities of treatment. If I can assist the family to become more hopeful and more patient by attending Clinic regularly and by practicing physical therapy in the home, it may eventually improve Ngoc's chances to walk independently.

I think this family needs a great deal of sympathy and encouragement to follow through on medical orders.

Huynh Thi Thu Thuy.

DATE	SERVICE RENDERED TO HELP THE PROBLEM AND PROGRESS
June 26,'69	Ngoc's mother and I went to "Cho Ray Hospital" to see Doctor Thong on this date. After Dr. Thong examined the child he advised the mother that Ngoc's paralysis was due to early childhood polio. Dr. Thong recommended taking the child back to Nhi Dong Hospital and urged the mother to accept the treatment. Next day I visited the home to discuss the doctor's recommendation. I assured the mother I would be glad to help her to bring the child to Nhi Dong and to help her better follow through on the plan of treatment. Ngoc's mother seemed to appreciate our interest and as I left I felt she was perhaps not as discouraged as before. **Huynh Thi Thu Thuy.**